

FINAL REPORT

SUB-REGIONAL MEETING OF NATIONAL COMMISSIONS FOR UNESCO IN ASIAN COUNTRIES



Convened by

**INDIAN NATIONAL COMMISSION FOR
COOPERATION WITH UNESCO**

**NEW DELHI
(INDIA)**

APRIL 5-8, 1983

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1. PREAMBLE

The Sub-regional meeting of Unesco National Commissions of the Asian countries, convened by the Indian National Commission for Co-operation with Unesco, was held at Vigyan Bhawan, New Delhi (India), from April 5-8, 1983. It was attended by the delegates from Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Nepal, Pakistan and Sri Lanka. Besides, the representatives of the Unesco National Commissions from Australia, Democratic People's Republic of Korea, Republic of Korea, Mongolia and the U.S.S.R., attended the meeting as observers. Mr. C. Bekri, Assistant Director-General, Executive Office of the Director-General, and Mr. K. Clermont, Director, National Commissions Division, Unesco Headquarters, Paris, attended the meeting as representatives of the Director-General of Unesco. Mr. C. Crellin, Educational Adviser, Unesco Regional Office for Education in Asia and the Pacific, Bangkok, and Dr. M.P. Derkatch, Director a.i., Unesco Regional Office for Science and Technology in South and Central Asia, New Delhi, also participated in the meeting. (The list of delegates, observers and representatives of Unesco who participated in the meeting, is given in *Appendix I* to this Report.) The main purpose of the meeting was to bring about better understanding of Unesco projects and activities undertaken in the sub-region and to exchange views about strengthening sub-regional and regional cooperation by Unesco National Commissions.

2. OPENING OF THE MEETING

In her welcome address, Mrs. Serla Grewal, Secretary-General of the Indian National Commission for Cooperation with Unesco, warmly welcomed all the participants to the meeting. She stated that common areas of interest, common problems, ties of friendship and cooperation bind the countries of the sub-region together. She further added that all the countries represented at the meeting shared a deep interest in the

functioning of Unesco and had worked steadfastly for the ideals that Unesco stands for. She urged that the National Commissions for Unesco were instruments not only for linking their respective governments with Unesco but also with each other. She expressed the hope that the deliberations of this meeting would result in further strengthening of the activities of the National Commissions, stimulating exchange of views as well as forging of better links with the Unesco Regional Offices and National Commissions in the common cause of pursuing Unesco's objectives. (The full text of the welcome speech delivered by Mrs. Serla Grewal is given in *Appendix II* to this Report.)

3. INAUGURAL ADDRESS

The meeting was inaugurated by Mr. P.K. Thungon, Deputy Minister in the Ministry of Education and Culture, Government of India. While expressing his happiness at the initiative taken by the Indian National Commission for convening this Sub-regional meeting, Mr. Thungon suggested that such meetings should be held on a more regular basis and that the Member States in the sub-region should, by rotation, convene meetings of the National Commissions at least once in two years. In his address, Mr. Thungon underscored the basic aims and purposes of Unesco and the need for the National Commissions to strengthen their activities in the field of education for peace and international understanding. He stressed that the countries of the sub-region could extend to each other considerable mutual help and support in their march towards development and self-reliance and that these countries could learn a lot from each other's experience in the field of education and other areas of Unesco's competence. He urged that the National Commissions should function as effective instruments of such regional cooperation and expressed the hope that the deliberations of the meeting would further strengthen cooperation in the sub-region. (The full text of the inaugural address by Mr. P.K. Thungon, is given in *Appendix III* to this Report.)

4. STATEMENT BY UNESCO REPRESENTATIVE

On behalf of the Director-General of Unesco, Mr. K. Clermont, Director, National Commissions Division of Unesco Headquarters,

welcomed the participants and conveyed his good wishes for the success of the meeting. Mr. Clermont thanked the Indian National Commission for organising this meeting and making thorough preparations for the same. He pointed out that the realisation of the objectives and programmes set out in the Second Medium-Term Plan called for a more dynamic spirit of cooperation between the Unesco Secretariat and the National Commissions. He further added that the interdisciplinary approach followed in the Plan called for a fuller mobilisation of resources of Unesco as well as further development of the capacities of the National Commissions. He concluded by stating that the National Commissions have to perform an important role in the preparation, execution and evaluation of Unesco's programme. (The text of Mr. Clermont's speech is given in *Appendix IV* to this Report).

5. ELECTION OF OFFICERS OF THE MEETING

The meeting unanimously elected Mrs. Serla Grewal, Secretary-General, Indian National Commission, as its Chairperson. Mr. R.M. Akhtar from Pakistan and Mrs. Mahmuda Huda from Bangladesh were elected as Vice-Chairpersons, and Mr. S.J.S. Banda from Sri Lanka and Mr. D.S. Misra from India, as *Rapporteurs* of the meeting.

6. ADOPTION OF THE AGENDA AND CONSIDERATION OF THE SCHEDULE OF WORK

The provisional agenda as well as the provisional schedule of work, as prepared by the Indian National Commission, were adopted by the meeting after slight modification of the schedule of work. The agenda as adopted by the meeting is reproduced below :

1. Inauguration of the Meeting
2. Election of the Chairman, Vice-Chairmen and *Rapporteurs*
3. Adoption of the agenda and consideration of the provisional schedule of work

4. Presentation of brief country reports by the delegates on the activities of their respective National Commissions for Unesco, including follow-up action on the recommendations of (i) CASTASIA II Conference, and (ii) Mexico Conference on Cultural Policies
5. Review of Unesco projects in the sub-region and exchange of views on ways and means of strengthening sub-regional and regional cooperation between the National Commissions
6. Formulation of proposals and identification of new areas for cooperation in the sub-region in the light of programmes envisaged under the Second Medium-Term Plan of Unesco (1984-1989)
7. Any other matter with the permission of the Chair
8. Adoption of the Report
9. Closure of the meeting.



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PROCEEDINGS

7. PRESENTATION OF COUNTRY REPORTS BY THE DELEGATES ON THE ACTIVITIES OF THEIR RESPECTIVE NATIONAL COMMISSIONS, INCLUDING FOLLOW-UP ACTION ON THE RECOMMENDATIONS OF (i) CASTASIA II, AND (ii) MEXICO CONFERENCE OF 1982 ON CULTURAL POLICIES

7.1 Before the presentation of country reports by individual participants, Mr. K. Clermont, Director, National Commissions Division, Unesco, was requested by the Chairperson to make a brief statement about the role and functions of the National Commissions for Unesco.

7.2 In his preliminary observations, Mr. Clermont explained that the fulfilment of the ideals and purposes of Unesco demands close cooperation with the member-states. It is thus that Article VII of the Constitution of Unesco provides that each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its main bodies interested in educational, scientific and cultural matters with the work of the Organisation by formation of a National Commission broadly representative of the Government and such bodies. In the earlier years, he explained, the National Commissions generally limited their functions as advisory and liaison bodies. However, with the increase in the number of National Commissions over the years, the forms of cooperation between the Commissions and Unesco have evolved and developed along with the growth in volume and complexity of Unesco's programme and activities. He added that as the concept of building the defences of peace in the minds of men was translated into increasingly concrete and complex programmes, the Commissions were called upon to interpret these programmes to their people and to involve national institutions and individuals in the process of planning and implementation of these programmes. The Charter of National

Commissions of Unesco adopted at the 20th session of the General Conference in 1978, reflects this naturally evolving and expanding role of the National Commissions. The Charter has noted the need to involve fully the National Commissions in the formulation, implementation and evaluation of the Organisation's programmes. The Charter also envisages collaboration of the National Commissions with each other and with Unesco Regional Offices and Centres for fostering regional cooperation. Mr. Clermont concluded by saying that Unesco Secretariat endeavours to provide necessary support and assistance to the National Commissions so that they could strengthen their capabilities for discharging their role and functions.

7.3 After the introductory statement by Mr. Clermont, the delegates/observers of the following countries presented the country reports in respect of their respective National Commissions including the follow-up action on the recommendations of (i) CASTASIA II, and (ii) MEXICO Conference of 1982 on Cultural Policies :

Delegates

(1) Afghanistan, (2) Bangladesh, (3) Bhutan, (4) India, (5) Iran (Islamic Republic of), (6) Nepal, (7) Pakistan, (8) Sri Lanka.

Observers

(1) Australia, (2) Republic of Korea, and (3) U.S.S.R.

(The country reports are given at the end of this Report).

8. REVIEW OF UNESCO PROJECTS IN THE SUB-REGION AND EXCHANGE OF VIEWS ON WAYS AND MEANS OF STRENGTHENING SUB-REGIONAL COOPERATION BETWEEN THE NATIONAL COMMISSIONS

(i) Review of Unesco Programmes and activities in the Sub-region in the field of Education

8.1 Mrs. Mahmuda Huda from Bangladesh, Vice-Chairperson, presided over the forenoon session of the meeting. She called upon Mr. Crellin to

make the introductory statement in respect of the Unesco programmes and activities in the field of education in the sub-region. At the outset, Mr. Crellin appreciated the cooperation received by the Regional Office from the National Commissions in its work. Explaining the set-up of the Regional Office, Mr. Crellin indicated that the main units of the Regional Office covered fields of educational planning and management, educational facilities, a team of educational advisers, library and documentation, population education, and the largest of all, the secretariat of the Asian Programme of Educational Innovation for Development (APEID). In response to a query from a delegate about the on-going programmes, Mr. Crellin drew attention of the participants to the Annual Report of the Regional Office for 1982 and the Calendar of Activities for 1983. He explained that although the resources of the Regional Office were limited to about 20 professionals in different areas of specialisation, it was still possible for that office to provide technical assistance in almost all areas relating to educational development by tapping the expertise available within the region. Drawing an illustration from the major programmes relating to APEID, Mr. Crellin pointed out that their main stress was to generate expertise from within the region by linking the net-work of various institutions located in the Member States. Listing the nature of activities pursued by the Regional Office, he mentioned that a variety of conferences, symposia, workshops and meetings are organised by the Regional Office in different areas of educational development. Other activities of the Regional Office include :

- (i) establishment of working groups to consider in-depth issues and problems in selected areas ;
- (ii) exchange of personnel for short study visits ;
- (iii) organisation of inter-country study visits by experts ;
- (iv) attachment of professionals to different specialised institutions ; and
- (v) setting up of mobile workshops, etc.

He added that the Regional Office could also provide assistance for formulation of proposals for support by other funding agencies like UNDP. The Regional Office could also help in evaluation and review of programmes. He also drew attention of the participants to the documentation service rendered by the Regional Office. The documentation and library unit of the Regional Office could also help the Member States not only in making available Unesco publications but also reports and publications of the Member States.

8.2 In response to the clarifications sought by one of the delegates about the 'associate expert scheme', Mr. Crellin informed that this training mode for young professionals was a special arrangement entered into between certain Member States with Unesco wherein all costs involved are met by those countries. Such associate experts are placed in Unesco offices where senior professionals are available to supervise their work.

8.3 A reference was made by one of the delegates about the delay in receipt of Calendar of Activities from the Regional Office. It was mentioned that the Calendar was sometimes not received until March or April. In this connection, Mr. Crellin explained that the Regional Office was keen to bring out the Calendar as soon as possible. However, delay in receipt of budgetary allocations and holding of coordination meeting necessarily caused some delay in sending out the Calendar to the National Commissions. Clarifying the position regarding participation by the Member States in different meetings organised by the Regional Office, he said that it was not obviously possible for the Regional Office to invite participants from all the Member States in all the meetings and conferences. Keeping in view the interest taken by Member States in a given field and their actual involvement in a particular activity, the Member States were requested to send participants for different conferences and meetings organised by the Regional Office. In this connection, he added that some time it was possible to finance participation of Member States by seeking support from other agencies like UNICEF, UNDP, etc.

8.4 The delegates strongly supported the Unesco activities and programmes in the region, particularly the Asian Programme of Educational

Innovation for Development. They particularly appreciated the manner in which these programmes are operated for mutual consultation and beneficial exchange of experiences on equal terms. While discussing the modalities of Unesco's operations in the region, it was noted that for obvious reasons it was not possible for all countries to participate in all the Unesco meetings. Such conferences could necessarily provide a forum for limited number of countries who are interested in developing a particular kind of educational activity or programme. Greater emphasis should, however, be laid on organising workshops which could result in production of useful materials. In this connection, it was further suggested that more attention could be given to increasing national capabilities for formulating and implementing various innovational educational programmes. It was proposed that more emphasis could be placed on long term attachment of personnel, mobile training workshops and larger provision for training fellowships. It was also suggested that some of the associated centres should be specially assisted by way of infrastructural support. It was emphasised that the experimental projects cannot continue indefinitely as experiments only and that there should be some effort at wider adoption of the concepts involved and techniques developed. In this connection, Unesco could consider providing spark-plug input for developing awareness for wider adoption of experimental projects.

8.5 The meeting agreed that the problem areas identified in the ABED work-plan as well as in the Medium-Term Plan of Unesco, reflect generally the priorities that have been identified for educational development of the countries in the sub-region. In the context of the needs of the sub-region, it was suggested that the following areas require particular attention :

- (a) upgradation of planning and management components in educational system;
- (b) adoption of perspective planning, particularly with reference to emerging technologies relating to micro-processors, computers, satellites, etc;
- (c) universalisation of primary education and literacy;
- (d) education for girls and women;

- (e) open school concept and other techniques of distance learning;
- (f) integrated science curriculum;
- (g) environmental education; and
- (h) integration of work with education.

8.6 Taking up the areas of mutual collaboration between Member States in the sub-region, the Indian delegate pointed out that India could provide assistance to the Member States in areas relating to examination reform, curriculum development and renewal, textbook production, development of low-cost teaching aids and conduct of educational surveys. He further added that the areas in which India could in turn welcome assistance are educational technology—particularly educational television—early childhood education, integrated education of disabled children, non-formal education—particularly distance learning systems—and monitoring and evaluation of educational programmes.

8.7 Responding to the suggestion made, Mr. Crellin agreed that the problem of universalisation of primary education and removal of adult illiteracy, should receive high emphasis in the region. The delegate of Australia suggested that it would be a useful exercise for the Regional Office to list out different areas in respect of all the Member States in which they could offer assistance to other Member States and the areas in which they would welcome assistance from the Member States in the region.

(ii) Review of Unesco Programmes and Activities in the field of Science and Technology

8.8 The Director, Unesco Regional Office of Science and Technology for South and Central Asia (ROSTSCA), Dr. M P. Derkatch, explained the activities of the Regional Office in serving eleven Member States of the sub-region. The Regional Office encourages and facilitates participation of the Member States in the international programmes; promotes and organises regional and sub-regional cooperation among the Member States, and provides support and assistance for development and promotion of national activities directed towards strengthening of the scientific

and technological capabilities. He also explained that assistance was given for the establishment and strengthening of national committees, sponsoring of national, regional and international activities in respect of projects supported by ROSTSCA, that is, regional seismological programme; regional network of engineering education; regional network of science and technology information centres; South and Central Asian Medicinal and Aromatic Plants Network (SCAMAP); regional project on Biomass Production; regional pilot programme on the Mangrove Ecosystems of Asia and Oceania; regional Informatics Network for South and Central Asia.

8.9 Among the regional projects supported by ROSTSCA for the benefit of Member States, courses in Hydrology, Geophysical Exploration Methods, Analysis and Design of Machine Foundations, etc., conducted in India and Nepal were mentioned.

8.10 Preparation of regional directories, surveys, studies, reports, monographs, newsletters, journals, etc., come within the purview of ROSTSCA. The primary function of the Regional Office is to provide a forum for exchange of information, ideas, experiences through the organisation of regional seminars, meetings, symposia, etc. and exchange of faculty members, scientists, senior fellows by providing travel and study grants.

8.11 ROSTSCA is encouraging the National Commissions to put forward proposals within its area of competence for implementation. ROSTSCA is also assisting Member States in the region to improve their research and development capacities by providing funds from regular budget and extra budgetary sources.

8.12 The Regional Office works in close cooperation with the National Commissions, National Councils and Ministry of Science and Technology, and National Committees like MAB, IHP, ICCP, UIIC, IOC, etc.

8.13 For the implementation of recommendations of CASTASIA II, ROSTSCA is presently concentrating on the recommendations No. 1, 8, 14 and 15.

8.14 In the discussions that followed, clarifications were sought about the scope of activities of ROSTSCA. In this connection, Dr. Derkatch clarified that recommendation No. 15 of CASTASIA gives the broad areas for cooperation among the Member States. Among these, some areas, e.g., removal of illiteracy, informal and non-formal education, etc., relate more directly to the work of the Regional Office in Bangkok, but other areas related to scientific research in respect of water resources and hydrological programmes, earthquake studies and establishing of mechanisms to facilitate flow of scientific information, fall within the competence of ROSTSCA. In regard to the recommendations of CASTASIA II, he suggested that a Member State interested in a particular recommendation should formulate its programme and inform ROSTSCA of its area of interest so that necessary assistance could be rendered.

8.15 Dr. Derkatch also pointed out that Member States should make more use of Unesco's Regular Programmes for supporting activities in the area of science and technology.

8.16 The importance of information system and access to knowledge was stressed. In this connection, establishment of regional net-work of informatics was stressed. It was pointed out that only three countries have so far accepted the proposal and ROSTSCA is anxiously awaiting the acceptance of other Member States to go ahead with the work of establishing informatics net-work.

9. FORMULATION OF PROPOSALS AND IDENTIFICATION OF NEW AREAS FOR COOPERATION IN THE SUB-REGION IN THE LIGHT OF PROGRAMMES ENVISAGED UNDER THE SECOND MEDIUM-TERM PLAN OF UNESCO (1984-1989)

9.1 After the initial proposals made by several delegates had been discussed, the meeting identified the following areas for regional co-operation in the light of programmes envisaged under the Second Medium-Term Plan of Unesco in the fields of education, science and technology, culture, etc :

EDUCATION

(1) Education for all: The meeting took note of the fact that South Asia's 964 million people form little over 2/5th of the world's population and 2/3rd of the world's illiterates. It was felt that the major thrust in the region needs to be directed towards building a mass base in education. In this, experience of countries like Sri Lanka, Burma and Maldives, who have already achieved this goal, could be useful for other members of the sub-region. It was felt that formal education cannot singly cope with this mammoth task of eradicating illiteracy and solving the problem of universalisation of primary education. As such, it was essential to strengthen the system of non-formal education or formulate alternative strategies for delivering education. In particular, it was emphasised that the problem of illiteracy among girls and women is of special concern in the sub-region and concerted efforts must be made to solve the problem in both the formal and non-formal sectors. The meeting recommended the following proposals :

- (i) setting up of a Resource Centre for Non-formal and Continuing Education in the Region. As a first step towards this goal, Unesco may hold a workshop or a meeting in a country capital in the Region.
- (ii) holding of a workshop to evolve a suitable strategy to overcome the problem of low female literacy and enrolments in the Region both through formal and non-formal education.

(2) Strengthening of national capacities in educational planning, management and administration: It was felt that in order to raise the efficiency levels of the educational systems, specially in view of the constraint of resources, planning and management capacities of the educational systems need to be strengthened and updated. Since India has the good fortune of inheriting the former Asian Institute of Educational Planning set up by Unesco in 1962, it already has the required minimum infrastructure for training educational policy makers, planners and administrators at various levels of its national educational system. While India's National Institute of Educational Planning and Administration (NIEPA) is geared to the task of meeting the national requirements, with minimum additional infrastructural support it could offer such facilities to the neighbouring

countries in the region. The aim of such training would be to assist the countries of the region for building national capacities in the area of educational planning and administration. The meeting endorsed the following proposals :

- (i) to provide training facilities leading to a Diploma in Educational Planning and Management for the countries of the region. The course could be of six months duration.
- (ii) as a corollary of this, NIEPA would need some minimum strengthening of infrastructural facilities for which Unesco can provide some help. Fellowships will have to be instituted to cover the board, lodging and travel expenses of the participants.
- (iii) training materials in educational planning and management with an indigenous base need to be prepared in key areas. For this, the meeting suggested the formation of an inter-country editorial board which could supervise the preparation of training modules/texts in educational planning and management.
- (iv) the meeting adopted the suggestion to carry out an inter-country study on the Role of Protective Discrimination in equalising educational opportunity with reference to disadvantaged groups, more particularly women, who form bulk of the illiterates and non-attending school children in this region.

(3) *Education for international understanding and peace* : The meeting recognised the need for promoting education for international understanding and peace as an essential and crucial input for working towards a world shorn of hatred and war. The meeting proposed the following :

- (i) development of educational materials for the purpose.
- (ii) institution of at least 10 fellowships for the development of expertise in this area.
- (iii) holding of two regional seminars on Education for International Understanding and Peace.

(4) *Promotion of educational innovations and application of educational technology*: The meeting took note of the fact that while educational systems in the sub-region are facing innumerable challenges and problems, there is also a lot of rich experience of successful educational innovations which the region has. Further, educational innovations need to be supported by a well-conceived programme of training of teachers and application of modern technology to education. Also, there should be wide dissemination of educational innovations. The proposals made were as follows :

- (i) training of teachers in innovative educational methodologies, including educational technology.
- (ii) training workshops for the writing of instructional materials on different emerging areas of curriculum.
- (iii) diffusion of information regarding successful innovations in the region for mutual benefit.

SCIENCE AND TECHNOLOGY

9.2 The meeting recognised the low developmental levels of the countries of the region, as well as the constraints of resources and inadequate application of science and technology to the solution of developmental problems. Considering the large quantum of energy needs of this region, it was felt that time was ripe to put together the available expertise in the region for generating and utilizing alternative sources of energy. While appreciating the recommendations of CASTASIA II, the following proposals were accepted :

- (i) transfer of information and holding of seminars on alternative sources of energy (biogas, wind, solar, tidal).
- (ii) seminars of experts in the field of bio-technology.
- (iii) seminar on popularization of science.
- (iv) studies on scientific heritage of the countries of the sub-region.

CULTURE

9.3 In view of the rich common cultural heritage of the region, it was felt that better awareness and mutual appreciation among different nations in the region could be ensured by paying attention to this vital area. For promotion of mutual understanding and appreciation of different cultures, the following recommendations were made :

- (i) holding of a major exhibition of South Asian Art and Crafts.
- (ii) a seminar on different aspects of South Asian Art and Crafts.
- (iii) folk Art institutions of the region should develop mutual contacts and interest.
- (iv) cultural kits representing significant aspects of the regional cultures should be prepared.
- (v) a network of Associated Centres in Culture on the lines of APEID should be established.

9.4 The meeting welcomed the offer made by India to share its facilities for training in conservation of cultural property at its National Research Laboratory for Conservation of Cultural Property at Lucknow. The meeting recommended the establishment of a Regional Centre for conservation of cultural property.

PROGRAMME FOR THE YOUTH

9.5 South Asia has very young populations. The youth should be the centre of attention. Accordingly, the meeting proposed the following projects :

- (i) to arrange a cultural meeting of the youth of the region. The young persons could be the best students, promising and budding artists, sportsmen, musicians, etc.
- (ii) to organise a major exhibition on the activities of the youth of the region depicting their aspirations, and on a subject relevant to one of their interdisciplinary pursuits, viz., Human Environment and Evolution;

GENERAL

9.6 The meeting strongly felt the need for developing regular contacts between the National Commissions in the region through inter-visitation, bilateral exchanges of documentation and information regarding their activities.

9.7 The meeting recommended that the possibility of bringing out a separate bulletin of National Commissions of the sub-region should be explored.

9.8 There was consensus about the idea that the least developed nations in the region should get priority in receiving benefits under various programmes of Unesco.

10. ROLE AND FUNCTIONS OF THE NATIONAL COMMISSIONS AND FORMULATION OF PARTICIPATION PROGRAMMES

10.1 In continuation of his introductory statement made in the first plenary session, Mr. Clermont recalled that the National Commissions have been described as advisory, liaison, information and executive bodies. Being the only organs at the national level which have an overall view of the activities of Unesco, the National Commissions play a unique role in the consultations which the Director-General has with the Member States in the formulation of both Unesco's biennium programme and budget and Medium-Term Plan.

10.2 Mr. Clermont referred to the Charter of National Commissions which was approved at the twentieth session of the General Conference of Unesco in 1978. He observed that Articles 4 and 5 of the Charter outline the responsibilities of the Member States and of Unesco, respectively, towards the National Commissions. It is incumbent upon Director-General of Unesco to take measures to involve National Commissions in the formulation, implementation and evaluation of Unesco's programmes and activities and to ensure that close liaison is established between its various regional services, centres and offices on the one hand and the National Commissions on the other. He enumerated the measures which Unesco undertakes for the purpose of fostering the development of National Commissions by supplying them with the facilities needed for the discharge

of their functions. He added that financial support is provided for sub-regional and regional meetings of the National Commissions for the purpose of discussing and formulating proposals relating to common programmes and assisting in the joint execution of specific projects. Unesco provides advice and technical support for all such meetings through the participation of Unesco officials and fosters the establishment of co-operative relationship enabling the decisions taken at the sub-regional and regional meetings to be followed up suitably.

10.3 Mr. Clermont particularly referred to the preparation of the document 22 C/5 which contains the budgetary allocations for 1984-85. This document will be presented by the Director-General at the General Conference of Unesco scheduled to be convened in October 1983 for adoption. In the proposed budget and programme of Unesco, money is being allocated for the purpose of collective consultations and regional conferences of the National Commissions. Similarly, funds are being provided for other purposes, such as, attending courses and training programmes organised at Unesco headquarters and regional/sub-regional levels. In this connection, Mr. Clermont mentioned that in order to enable Secretaries and staff-members of the National Commissions to gain better knowledge of the Organisation's structure, functioning and programmes, information meetings are organised at Unesco's Headquarters at Paris, besides study visits organised to Unesco's Regional Offices with a view to affording staff members of National Commissions an opportunity to familiarise themselves with Unesco's activities and programmes in the region. Other programmes of the National Commissions relating to translation and publication of newsletters, purchase of small equipment, etc. are also financed by Unesco. For all these purposes, requests under participation programme could be made to the Director-General.

10.4 Summing up, Mr. Clermont observed that the least developed countries may be given priority and may get more attention to their requests under participation programme. He added that the fields under which participation could be requested were included in the programme objectives to which they relate and that the amounts allocated for participation programmes could be adjusted by the Director-General keeping in view the specific needs and conditions of Member States.

11. ADOPTION OF THE REPORT

Following the presentation of the draft report by the *Rapporteurs*, Mr. D.S. Misra and Mr. S.J.S. Banda, the meeting made various amendments, substantive and editorial, to the report which was finally adopted, subject to the different amendments made.

12. CONCLUDING SESSION

12.1 In the concluding session, Mr. C. Bekri, Assistant Director-General (DEO) made a statement on behalf of the Director-General of Unesco. While appreciating the initiative taken by India in organising the sub-regional meeting, Mr. Bekri stated that the Director-General attached great importance to the National Commissions and to their role in regional cooperation. He added that the Second Medium-Term Plan indicated the growing complexity of the Organisation's tasks and that the intellectual support which comes to it from the National Commissions was accordingly more necessary than ever before. Mr. Bekri also drew attention to the implementation of the policy of decentralisation followed by Unesco. He stated that the purpose of decentralisation was to bring the Organisation closer to its Member States and to increase efficiency and coordination of activities it carries out in each region. In this context, he pointed out, the Programme and Budget for 1984-85 would broaden the scope of the tasks undertaken by the Regional and Sub-regional offices of Unesco. He particularly stressed the role that devolves on National Commissions for successful implementation of Unesco's programmes and activities. The (full text of the statement made by Mr. Bekri is given at *Appendix V*).

12.2 Mr. R.M. Akhtar, the delegate of Pakistan, expressed his deep appreciation of the thorough preparations for and organisation of the meeting on the part of the Indian National Commission. He drew attention to the singularly cordial atmosphere in which the deliberations were held and appreciated the hospitality extended by the Indian National Commission to all the participants of the meeting. Dr. M.D. Bhattarai, the delegate of Nepal, joined him in proposing a vote of thanks to the Indian National Commission for the warm hospitality extended to the delegates and observers attending the meeting.

12.3 In her closing speech, Mrs. Serla Grewal, Secretary-General of the Indian National Commission, thanked all the delegates and observers for extending their cooperation to her in performance of her duties as Chairperson of the meeting. On behalf of all the participants of the meeting, she thanked the Director-General of Unesco for providing financial assistance for holding the meeting and deputing Mr. Bekri, Assistant Director-General and Mr. K. Clermont, Director, Unesco Headquarters, Paris, for attending the meeting. She pointed out that the deliberations of the meeting have shown that most of the countries in the sub-region have similar problems and that there was a need for working together in solving these problems. She closed the meeting with the observation that the countries of the region have a lot to learn from each other's experience and that such meetings would be held at regular intervals.



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SUB-REGIONAL MEETING OF UNESCO NATIONAL
COMMISSIONS IN ASIA—NEW DELHI—APRIL 5-8, 1983

LIST OF PARTICIPANTS

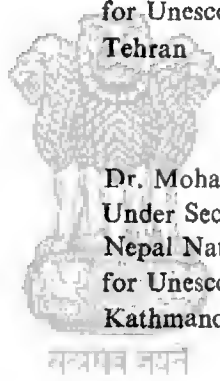
Delegates

1. Afghanistan
Mr. S.M. Fazil
Acting Secretary-General
Afghan National Commission
for Unesco
Kabul
2. Bangladesh
Mrs. Mahmuda Huda
Member
Bangladesh National Commission
for Unesco
Dhaka
3. Bhutan
Mr. Dorjee Namgyal
Deputy Director of Education
Education Department
Royal Government of Bhutan
Thimpu
4. India
1. Mrs. Serla Grewal
Secretary-General
Indian National Commission
for Cooperation with Unesco
Ministry of Education and Culture
Department of Education
New Delhi

2. Mr Kireet Joshi
Additional Secretary-General
Indian National Commission
for Cooperation with Unesco
Ministry of Education and Culture
Department of Education
New Delhi

5. Iran, Islamic Republic of Mr. Mohammed Reza Berenji
Acting Secretary-General
Iranian National Commission
for Unesco
Tehran

6. Nepal Dr. Mohan Deva Bhattra
Under Secretary
Nepal National Commission
for Unesco
Kathmandu



7. Pakistan Mr. R.N. Akhtar
Secretary General
Pakistan National Commission
for Unesco
Islamabad

8. Sri Lanka Mr. S.N. Sumanasekara Banda
Deputy Secretary-General
Sri Lanka National Commission
for Unesco
Colombo

Observers**1. Australia**

Mr. L. Gratton Wilson
 Ex-Chairman
 Australian National Commission
 for Unesco
 Woden

2. Korea, Democratic People's Republic of

1. Mr. Kim Kwang Ko
 Cultural Secretary of the
 Democratic People's
 Republic of Korean
 Embassy in India

2. Mr. Chong Yun Gyo
 Cultural Secretary of the
 Democratic People's
 Republic of Korean
 Embassy in India

3. Korea, Republic of

1. Mr. Tae-Hyun Park
 Director, Office of Planning
 External Relations
 Korean National Commission
 for Unesco
 Seoul

2. Mr. Yong-Pha Bae
 Chief of External Relations Division
 Korean National Commission
 for Unesco
 Seoul

4. Mongolia

Mr. Nyamdauaa
 Officer from Mongolian Embassy
 in India

5. U.S.S.R.

Mr. Nikolai M. Kanaev
Chief
Section of Social and Natural Sciences
USSR Commission for Unesco
Ministry for Foreign Affairs of the
USSR
Moscow

Unesco Representatives

1. Mr. C. Bekri

Assistant Director-General
Executive Office of the Director-General
UNESCO
Paris

2. Mr. K. Clermont

Director
National Commissions Division
UNESCO
Paris

3. Mr. C. Crellin

Educational Adviser
Unesco Regional Office for
Education in Asian and the Pacific
Bangkok

4. Dr. M.P. Derkatch

Director & Chief of
Unesco Mission in India
New Delhi



Advisers***Ministry of Education and Culture***

1. Shri D.S. Misra
Joint Secretary-General
Indian National Commission
for Cooperation with Unesco
2. Shri S. Sathyam
Joint Secretary
3. Shri S. Ramamoorthi
Joint Secretary
4. Shri M.R. Kolhatkar
Joint Secretary
5. Shri J.N. Sharma
Deputy Educational Adviser
6. Dr. D.S. Walia
Deputy Educational Adviser
7. Shri Baldev Mahajan
Secretary,
Indian National Commission
for Cooperation with Unesco
8. Dr. L.M. Gujral
Assistant Educational Adviser

***Ministry of External Affairs***

Miss Savitri Kunadi
Director

Ministry of Information and Broadcasting

Shri J.K. Bhattacharya
Joint Secretary

Ministry of Social Welfare

Shri R.K. Saha
Deputy Secretary

Department of Science and Technology

Dr. J. Dhar
Director

Planning Commission

Shri J. Veeraraghavan
Adviser

***National Institute of Educational
Planning and Administration***

Prof. Moonis Raza
Director

***National Council of Educational
Research and Training***

Prof. M.S. Srivastava.



सत्यमेव जयते

**TEXT OF WELCOME SPEECH BY MRS. SERLA GREWAL,
SECRETARY, MINISTRY OF EDUCATION AND CULTURE
AND SECRETARY-GENERAL, INDIAN NATIONAL
COMMISSION FOR COOPERATION WITH UNESCO**

Hon'ble Deputy Minister, distinguished delegates and Unesco representatives, ladies and gentlemen,

On behalf of the Indian National Commission and on my own behalf, it is my privilege to welcome you to this Sub-regional meeting of the National Commissions for Cooperation with Unesco. I am grateful to the delegates and the representatives of Unesco Secretariat and Regional Offices who have responded so readily to our invitation for this meeting. We have in our midst today the delegates of eight National Commissions of the countries in the sub-region besides observers from the National Commissions of Australia, Republic of Korea and the U.S.S.R. We are also privileged to have with us today Mr. Clermont, head of the National Commissions Division in the Unesco Secretariat and Dr. Derkatch and Mr. Crellin as representatives of the Regional Office in New Delhi and Bangkok, respectively. I welcome them all to this meeting. I am also grateful to all the members of the Indian National Commission who have joined us for this inaugural function of the Sub-regional meeting.

As you are all aware, common areas of interest, common problems, and common ties of friendship and cooperation bind our countries together. Equally important is the deep interest that our countries have always taken in the functioning of Unesco and our identification with the ideals that Unesco stands for. I believe the National Commissions for Cooperation with Unesco are instruments not only for linking our governments with Unesco but also with each other. We hope that the deliberations at this meeting will result in further strengthening of the activities of our National Commissions, a stimulating exchange of views as well as forging of better

links with the Regional Offices and National Commissions in the common cause of pursuing Unesco's objectives.

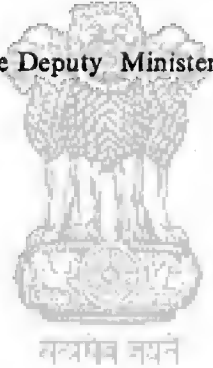
The Director-General of Unesco Mr. A.M. M'bow, who was here recently on a short visit to New Delhi during the 7th Non-aligned Summit Conference, spoke eloquently about the role that the National Commissions are expected to discharge while addressing the members of the Indian National Commission. He particularly emphasised the fact that Unesco is now committed to implement the policy of decentralisation of its activities, by allocating more responsibilities to its regional offices and making more effective use of the capabilities of the national Commissions. The Charter of Unesco National Commissions, adopted by the General Conference at its 20th session, appropriately envisages enlarged purposes and functions to be entrusted to the National Commissions. These Commissions are expected not only to function as advisory, coordinating executive and information bodies at the national level but they are also required to act as liaison bodies between Member States and the Unesco Secretariat on the one hand, and to promote cooperation at the sub-regional, regional and international levels, on the other. I believe the process of decentralisation would naturally lead to involvement of National Commissions not only in the development of Unesco's programmes so as to respond increasingly to the needs of the Member States. While Unesco has to devote more attention to the programmes which would involve actual transfer of resources, fiscal and others, to the Member States for decentralised activities, we have, on our part, to make further efforts for increasing the allocation of resources by the Member States themselves to their National Commissions. I am sure the item relating to presentation of reports of different National Commissions in this meeting will prove useful in sharing our experiences for further developing activities of the National Commissions with a view to taking on the expanded role envisaged in the new charter of Unesco National Commissions. I visited Unesco Regional Office in Bangkok last month for attending the 8th Regional Consultation Meeting, held under its Asian Programme of Educational Innovation for Development (APEID). I think APEID is a fine example of mutual cooperation between Member States in this region for solving many common issues by sharing innovative experience and programmes developed in different Member States. The Member States jointly design, execute, supervise, and evaluate the activities undertaken in pursuance of this programme. I believe this meeting should work sincerely

for multiplying such examples of cooperative endeavour by the Member States sharing a commonality of outlook towards progress and change.

Distinguished delegates, I am confident that the deliberations of this meeting will result in better appreciation of Unesco's activities and programmes in this sub-region as well as strengthening of cooperation between the National Commissions of our countries. If we can identify a few additional areas of cooperation in the sub-region in the light of major programmes envisaged under the Second Medium-Term Plan of Unesco, I feel this meeting would have amply fulfilled its objective.

May I, once again, extend to you all a warm welcome to our country and express the hope that you will find your brief stay here enjoyable and fruitful.

I now request the Hon'ble Deputy Minister of Education and Culture, to inaugurate the meeting.



INAUGURAL ADDRESS BY MR. P.K. THUNGON, DEPUTY
MINISTER, MINISTRY OF EDUCATION & CULTURE,
GOVERNMENT OF INDIA

Distinguished delegates, Unesco representatives and friends,

Permit me to associate myself with the warm words of welcome expressed by the Secretary-General. I am happy that the Indian National Commission has taken initiative in convening this Sub-regional meeting of the National Commissions for Cooperation with Unesco in the Asian countries. I sincerely hope that this meeting will bring about better understanding of Unesco projects and activities in the sub-region and strengthen cooperation among the National Commissions.

At the outset, I would like to suggest that such meetings should be held on a more regular basis and that the Member States in the sub-region should, by rotation, convene meetings of National Commissions at least once in two years. I think these meetings can be a tangible form of sub-regional cooperation by itself. नमो भगवते वासुदेवाय

Friends, the central purpose of Unesco is to promote international understanding, peace and cooperation through means of education, science, culture and communication. I would, therefore, like to take this opportunity to underscore the basic aims and purposes of Unesco and the need for the National Commissions to strengthen their activities in this regard. More than at any time in its history, all mankind is seen to be bound together by a common destiny. Despite glaring inequalities, continuing friction and conflicts, closely-knit net-work of relations of inter-dependence has now been formed between all nations. In our view of the world situation, the issues of peace and prosperity are inter-related. We believe that so long as there is a wide gulf between the North and the South, no durable peace can be established. Economic disparities heighten political tensions and conversely lack of political understanding aggravates economic problems. Though the idea of the New International Economic Order

was accepted by the international community in 1974, unfortunately not much progress has been made in realising this worthy objective. In recent years, "mutuality of interest" between the North and the South and the interlinkage between these economies have been recognised. Development of the South would mean opportunities to the North; economic development in the South could fuel growth and employment in the developed countries. UNESCO can, in our view, contribute significantly towards bridging the gap between the North and the South and creating the necessary understanding.

In her address at the recently concluded Non-aligned Summit Conference, our Prime Minister, Mrs. Indira Gandhi, pointed out that "global military expenditure is twenty times the total official development assistance. Each day, each hour, the size and lethality of nuclear weapons increase. A nuclear aircraft carrier costs 4 billion dollars, which is more than the GNP of 53 countries. The hood of the cobra is spread. Human-kind watches in frozen fear, hoping against hope that it will not strike. Never before has the Earth faced so much death and danger. The destructive power contained in nuclear stockpiles can kill human life, indeed all life, many times over and might well prevent its reappearance for ages to come."

It is essential for the mankind's very survival that something is done to obviate a new world-wide conflagration and to check all escalation of violence. Of the different agencies of the United Nations system, it is Unesco's special mission to serve in the fundamental task of strengthening peace. It behoves all Member States to work steadfastly towards this main purpose.

Friends, the Non-aligned movement, to our way of thinking, is one of the biggest peace movements in the history of mankind. The main purpose of the movement is to build bridges of understanding between the powerful nations confronting each other with deadly nuclear weapons. As Unesco's central purpose is to build defences of peace in the minds of men, the major function of National Commissions should be, as I perceive it, to promote education for peace and international understanding. I would urge that you should deliberate in this meeting how best this role can be performed by the National Commissions, in their respective

countries. While the developing countries of this region may have to look elsewhere for assistance in the field of development of science, technology and economic growth, I feel the countries of our region which have nurtured old civilisations and long traditions of culture, placing high value on tolerance and universal brotherhood, should give a lead to the rest of the world in working for peace and international understanding. Compassion was the message of Buddha. The ideals of universal brotherhood have been propagated by Islam for centuries. The rock edicts of Asoka who ruled in India during the third century B.C., even today remind us that a man's compassion should not be limited to other men and women but should be extended to birds and beasts alike.

As you are all well aware, the struggle against tolerance, prejudice, racism and apartheid has been one of Unesco's major concerns since the inception of the Organization. It is a matter of satisfaction that education for international understanding and peace will continue to receive central importance in the context of major programmes envisaged in the Second Medium-Term Plan of Unesco. I would only urge that the contents of this education need more radical attention than what is envisaged in the Plan. For these contents need to be interwoven in each country with the basic ideas of the aim of life and of the cultural ethos. For instance, in so far as India is concerned, our value system is best illustrated in the words of Mahatma Gandhi who said :

"Duties to self, to the family, to the country and to the world are not independent of one another. One cannot do good to the country by injuring himself or his family. Similarly, one cannot serve the country injuring the world at large. In the final analysis we must die that the country may live and the country must die that the world may live....."

Asia has been the cradle of most of the religions and great philosophies that the world has known. In the present time when the survival of mankind is an open issue, the countries of this region must work together for peace and international understanding. While assistance from the developed world should be welcome, I feel, the countries of this sub-region can extend to each other considerable mutual help and support in their

march towards development and self-reliance. I think we have a lot to learn from each other's experience in the field of education and other areas of Unesco's competence. It should be our earnest effort to promote regional cooperation and to the extent the Unesco National Commissions can be instruments of such cooperation, we would have taken a positive step forward in the desired direction. I hope the deliberations of this meeting will open up new areas of cooperation in the sub-region. I wish all success to this meeting of the National Commissions for Cooperation with Unesco.



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TEXT OF STATEMENT MADE BY MR. K. CLERMONT,
DIRECTOR, NATIONAL COMMISSIONS DIVISION,
UNESCO, PARIS, AT THE INAUGURAL SESSION

Your Excellencies, Ladies and Gentlemen, Dear Participants,

I should like, first of all, to thank Your Excellencies for your kind words of welcome.

It is indeed my privilege and pleasure to bring to you the greetings of the Director-General of Unesco, Mr. Amadou-Mahtar M'Bow, and his good wishes for the success of your meeting.

I should like to convey through your Excellencies the profound gratitude of the Director-General of Unesco to the Government of India, which has extended to this meeting the traditional and cordial hospitality of your country. He has also asked me to thank the Indian National Commission for Cooperation with Unesco and in particular its Secretary-General, Mrs. Serla Grewal, and her staff, for the excellent preparations for this meeting, which will certainly be an essential element of its success. By accepting to honour this inaugural meeting, Mr. Deputy Minister, with your presence, you have shown how much importance you and your Government attach to the cooperation between your National Commission and the Organisation.

I should also like to underline the role played by India and its distinguished men and women in the life of Unesco and in the accomplishment of the Organization's mandate. It was here, in this historical city of your beautiful country that the 9th session of the General Conference of Unesco took place in 1956. The Indian National Commission for Cooperation with Unesco hosted, in 1975, the 6th Regional Conference of National Commissions of Asia and Oceania. The scope of the present meeting, if not wider, is also very important since its main purpose is to bring about a better understanding of Unesco projects and activities by the neighbour-

ing Member States in the sub-region and to exchange views about strengthening sub-regional and regional cooperation.

Your Excellencies, Ladies and Gentlemen, Article VII of the Unesco Constitution, which provides for the establishment of National Commissions, has enabled Unesco to develop within its Member States highly original structures, bodies through which it can communicate directly with the intellectual communities within each Member State, and thereby benefit from the widest variety of talents and initiatives. Today, there are 146 National Commissions in 159 Member States.

As you are aware, the Second Medium-Term Plan of Unesco for 1984-1989 towards the preparation of which your National Commissions have greatly contributed, has recently been adopted by the General Conference at its Fourth Extra-ordinary Session. The tasks and challenges ahead of us for the realisation of the programmes and objectives foreseen in the Plan call for a more dynamic spirit of cooperation between the Secretariat and the National Commissions, as well as for the mobilisation of Unesco resources and capacities in Member States, in order to improve the efficiency of its machinery and the effectiveness of its programme. No other bodies are better placed to help both Unesco and their own Member States to cope with this challenge in the implementation of the decision of Unesco's General Conferences than the National Commissions.

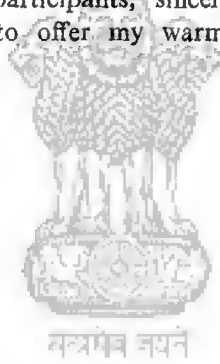
Their increasing responsibilities make it necessary for National Commissions to go beyond a narrowly functional conception of their work and to make a determined effort to stimulate individuals and institutions belonging to different disciplines into joint thinking and joint action. The interdisciplinary spirit called for in the solution of the many problems confronting Unesco and its Member States means that National Commissions must develop their structure and their activities and improve their method of work so as to mobilise and associate in commonly-shared tasks all the intellectual capabilities available.

With regard to the important role of the National Commissions in the preparation, execution and evaluation of Unesco's programme, allow me to quote the Director-General at one of the regional conferences of National Commissions: "From its early years onwards, Unesco was to discover in practice the extent of the challenges set by the task for which

it was to be responsible. Unesco therefore sought to equip itself with instruments which would make its message resound even more widely throughout the world, by linking closely together its thought and action, the recommendations, directives and decisions of its central bodies and the initiatives taken by each of its Member States. Here, National Commissions are one of Unesco's most important and original creations, since it is through them that the Organization communicates directly with the leading intellectuals in each country, through whom it penetrates into the deep fabric of the feelings and currents of opinion within each society. Thus the tasks incumbent on National Commissions, which they perform on the whole with both dedication and skill, are vital ones."

With this in mind, let me express to you Mr. Minister, to your Government and to the participants, sincere appreciation and all my gratitude, and allow me to offer my warmest wishes for the complete success of this meeting.

Thank you.



TEXT OF SPEECH BY MR. CHIKH BEKRI, ASSISTANT
DIRECTOR-GENERAL, DIRECTOR OF THE EXECUTIVE
OFFICE, AT THE CLOSING SESSION

Mr. Chairman, Ladies and Gentlemen,

It is both an honour and a pleasure for me to take part in this sub-regional meeting of the National Commissions of Asia and the Pacific, and on this occasion to represent the Director-General, who has asked me to transmit to each of your National Commissions his wishes for every possible success. To these wishes you will allow me to add, very warmly, my own.

You know the great importance the Director-General attaches to the National Commissions and to their role in regional co-operation. Almost three years ago, on 7 July 1980, when participating in the opening session of the Seventh Regional Conference of the National Commissions for Unesco of Asia and Oceania, he said in particular: "National Commissions are one of Unesco's most important and original creations, since it is through them that the Organization communicates directly with the leading intellectuals in each country, through whom it penetrates into the deep fabric of the feelings and currents of opinion within each society."

Indeed, it falls to the National Commissions, essentially, to mobilise the national competences that help to define the main lines of Unesco's programmes, to ensure their implementation in the best possible way and to assess their actual efficacy. The Second Medium-Term Plan bears witness to the growing complexity of the Organisation's tasks and to the increasing requirements of rigour and efficiency placed upon it as a result. The intellectual support that comes to it from the National Commissions is accordingly more necessary than ever before.

It is true that the world problems to the solution of which Unesco endeavours to contribute have now reached a level of seriousness and

difficulty without precedent in the history of mankind, which never before held the means of its own destruction. Faced with a situation of this kind, Unesco also has some weapons: they are those of the mind, of the intelligence, of knowledge. In recent times, knowledge has entered a phase of amazing development. It is being ceaselessly transformed and diversified, and mastery of it presupposes both recourse to increasingly varied expertise and the capacity to achieve rigorous interdisciplinary syntheses. Unesco's weapons are the fruitful relationships it is in a position to bring about between educators, scientists, researchers and artists the world over, mindful as it is of the manifold expressions of knowledge of thought, but also of ethical and spiritual values peculiar to the different societies.

For the world of today has but a single similar destiny. It must consequently fulfil it through the solidarity of all its components. This is indeed the meaning of the Second Medium-Term Plan, which was approved by consensus at the Fourth Extraordinary Session of the General Conference. The preparation of this Plan gave rise to consultations on a vast scale in all the countries of the world, particularly through the medium of the National Commissions, which sought the experience and advice of thousands of people. In accordance with the wishes of the General Conference, the Plan is entirely based on a comprehensive consideration of the problems of the contemporary world, of their evolution and of the different ways of viewing them according to their economic, cultural or social context. This consideration has been global, first of all because no world problem, henceforth, can be solved independently of the others or by any one country or region. It has also been global in the sense that it has attempted to adopt a view of the world that is neither exclusive nor reductive, but alive to the aspirations and specific characteristics of all parts of the world, so as to keep open the paths of dialogue and consensus, that is to say, of solidarity.

This global approach has resulted in a radically new conception of programming, which your National Commissions will be able to size up when they receive, before the end of April, the Draft Programme and Budget for 1984-85 (22 C/5). This programme will in fact be the first in the six-year period covered by the Medium-Term Plan. Its content, to a large extent, is already known to you, since it is none other than that of the Medium-Term Plan, which was approved before the 22 C/5 was

drawn up. The main lines running through the fourteen major programmes to which the General Conference gave its approval accordingly provided a clear and solid basis for the preparation of 22 C/5, which is essentially an implementation document. But the form in which the document is presented is new : whereas the previous Programmes and Budgets were built up in terms of the Secretariat structures, that is to say Unesco's different fields of competence, this one follows the Medium-Term Plan's presentation by major programmes. It nevertheless recapitulates the activities by sector, in particular, so as to enable the National Commissions to identify more readily the units in the Secretariat responsible for the execution of the activities envisaged.

From the viewpoint of methods of action, the Draft Programme and Budget for 1984-1985 lays stress both on an effort to pursue in depth the activities of reflection and on an appreciable strengthening of concrete action for the benefit of Member States, as regards training activities, for instance, and fellowships. This twofold emphasis reflects the desire widely expressed in Member States in the context of the consultation undertaken by the Director-General for the preparation of the Medium-Term Plan. It also translates the close complementary connection, as far as Unesco is concerned, between action and reflection.

Another aspect of the 22 C/5 is worthy of note : it concerns the implementation of the policy of decentralising the programme. The purpose of decentralisation is to bring the Organisation closer to its Member States and increase the efficacy and co-ordination of the activities it carries out in each region. To this end, the Director-General set out a number of guide-lines in his introduction to the Draft Programme and Budget for 1981-1983 (21 C/5) :

"The objective will be to have a soundly integrated network in each region, comprising a main regional office with terms of reference covering all the Organization's fields of activity, a number of sub-regional offices with equally wide-ranging responsibilities, as required, and a number of representatives assigned to individual countries." Such structures should be under the authority of regional co-ordinators, senior officials responsible, in their region, both for representing Unesco and for ensuring the co-ordination of the Organisation's regional activities, whether under the Regular Programme or financed from extra-budgetary sources.

In the context of the Programme and Budget for 1984-85, the tasks of the regional and sub-regional offices will therefore be broadened, at once through an increase in the volume of activities entrusted to them for execution (including administrative and management operations), and through the gradual extension of their action to all of Unesco's fields of competence. The extension is all the more compelling in that the new conception of the Programme, much more inter-disciplinary than in the past, implies the abandonment of sectoral divisions in the decentralisation of activities. Naturally, there will be a greater need for co-ordination, and various measures are planned to give effect to it. But over and above these measures, I should like to stress the role that also devolves on the National Commissions, and I am pleased to see that a considerable part of your proceedings has been devoted not only to questions of substance as important as the follow-up to CASTASIA II and MONDIACULT conferences, but also to the drawing up of sub-regional co-operation projects in the framework of the Medium-Term Plan.

Regional co-operation, moreover, was central to the debates of CASTASIA II. The fact is that the conference demonstrated, on the part of the Asian countries, a determination to develop their scientific and technological potential and to co-operate with one another to this end, whatever their differences. It also made it possible to take stock of the considerable progress achieved in this connection since CASTASIA I, which took place in 1968. Your region gives high priority to scientific and technological development, and it is natural that Unesco's programmes should reflect this choice.

As to the MONDIACULT Conference, the interest it created will cause no surprise in a region where so many cultures of universal scope have evolved. Your countries remain what they have always been, places of special significance, where cultures have evolved and developed, cross-roads of fruitful exchanges, with an abundance of ways for man to construct his society and express his faith and his genius. That is why they are able to make an irreplaceable contribution to the cultural development of mankind, without relinquishing anything of the richness peculiar to each of them but rather adding to their cultures the most up-to-date knowledge and know-how,

Mr. Chairman, Ladies and Gentlemen,

The National Commissions you represent here have in common a solid experience and a similar resolve, directed towards Unesco's ideals. They also present many differences, arising from the cultural and historical characteristics of their countries and their differing visions of the future. These differences, when brought together in respect of common objectives, have always constituted a great asset. To unite for action, when it comes to the point, is perhaps the task of Unesco. Your meeting has once more brought this out, and I am particularly happy to congratulate you on the results of your work. Before concluding, I would like to thank Madame Chairman, Mrs. Serla Grewal, Secretary-General, Indian National Commission for Co-operation with Unesco, and her staff, for all the efforts made by them for the success of the Sub-Regional Meeting of Unesco National Commissions for the Asian countries.



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COUNTRY REPORTS



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AFGHANISTAN

Country report on the activities of the National Commission for Unesco

Madam President, Distinguished Participants, Ladies and Gentlemen :

It is both an honour and privilege for me to take part in the deliberations of this sub-regional meeting of the National Commissions for cooperation with Unesco. While in general the National Commissions for cooperation with Unesco in various countries are entrusted with basic identical tasks of cooperating with Unesco in promoting peace and international understanding through education, science, culture and communication, the National Commission of Afghanistan finds itself in a different operational situation owing to the conditions prevalent in the country. As you are aware, the people of Afghanistan, only recently, liberated themselves from the age-old rule of oppression when a Democratic Government was installed in April 1978. The inheritance of the past made the task before the new government a real big challenge. More than 90 per cent of our population was illiterate with women rating above 97 per cent. The basic infrastructure for development was non-existent. Every field was neglected for decades—education system was built for a very small coverage and that too rather ill-equipped and similar was the status of development of science and technology, communication and transport. Hardly any efforts were made to preserve the cultural heritage and on the contrary valuable cultural works of the country, were at the verge of destruction. The participation by the country, before the Revolution, in the international developmental efforts, was geared for the benefits of the ruling class rather than the country as a whole. In a situation like this and further aggravated by continuous interference of

other forces in the internal affairs of the country, the first step before the Government of the Democratic Republic of Afghanistan was to consolidate the situation and to adopt urgent measures to put the country on solid feet. The wealth of every nation is its people. The first steps, therefore, taken were directed to bringing back confidence in people by creating an atmosphere and feeling among them that now, at last, they are jointly ruling their country, that their wishes and aspirations would no longer be ignored. Education, science and technology, communication, preservation of cultural heritages, encouragement of arts and crafts, have naturally to play an eminent role in their efforts. Among the first steps taken were the declaration of education as a right of all the citizens without any kind of discrimination whatsoever, compulsory free primary education, free education at all levels with equal opportunities, work-oriented education at secondary level to generate self-employment. A massive literacy campaign has been launched to cover the vast amount of adult illiterates; special projects have been started to bring out-of-school children to the fold of education and sincere efforts are being made to increase women participation in all walks of life. Again, urgent measures have been taken to develop science and technology and especially towards adoption of appropriate technology. Equal efforts are being made in development of communication throughout the country. A free society has been established and mass media is being strengthened. Presently Radio and Television play a vital role in this behalf.

In the development of culture and art, the government of the DRA have taken, within a very short period, the following effective measures :

- taking necessary measures for preserving the cultural heritage of the country;
- repairing and rehabilitating of valuable cultural works of the country, (specially those of Kabul, Ghazni, Herat, Balkh and Bamian provinces);
- working out a new cultural policy conforming with the requirements of April revolution and modern human civilisation;

- rehabilitating, developing and equipping the National Museum of Afghanistan;
- paying due attention to the development of folklore art;
- establishment of the Union of Artists of the Democratic Republic of Afghanistan in 1980;
- establishment of the National Archives of the Democratic Republic of Afghanistan;
- taking effective steps for returning to the country of the displaced works of art which have been plundered by internal reaction;
- creating favourable conditions for securing the free flow of information and cultural products and to exploit the potential of the mass-media for strengthening of peace and international understanding;
- establishment of the National Ethnographical Museum of the Democratic Republic of Afghanistan in 1980;
- signing the international Convention on Preserving the Cultural and Historical Monuments in 1980;
- finally active participation in the regional, sub-regional and international conferences and seminars held under the auspices of Unesco.

The Fundamental Principles, various Decrees, and other legislation provide for a just and social society and reflect full faith of the Government in the principles and charter of the United Nations and of Unesco in development of international understanding and global peace. As indicated above, the development in various areas is still at its early steps and a lot has yet to be done. The task is naturally gigantic. The role of the National Commission needs no explanation since the country looks forward to Unesco with high hopes not only in terms of direct assistance to various developmental projects but also through numerous activities and research work which provide guidance to us and

also for providing international forums for exchange of information, ideas and experiences. To ensure meaningful participation in all such activities and to disseminate information and experiences throughout the country is the major responsibility of the National Commission.

As mentioned above, the country is passing through very special circumstances when, due to financial constraints, priorities are competing among themselves. It would, therefore, not be very fair to count the specific following of CASTASIA II or the Mexico Conference on Cultural Policies. From one angle much more has been done in so short a time and from the other angle the end of the road does not seem near. However, it can be safely concluded that every effort that has been made has been in the right direction and in conformity with the objectives set out by Unesco. Detailed plans are being worked out to obtain proper benefits and assistance and to render every possible assistance in order to make the Unesco's Medium-Term Plan, a success, since the country supports the same whole-heartedly. In this context, I would like to emphasise, on behalf of the Government of the DRA, the need for initiating increased project activities and cooperation on regional and sub-regional basis especially geared for assistance to the Least Developed Countries. More frequent contacts, like the present one, between the National Commissions should also go a long way in bringing out innovative schemes to the attention of Unesco.

नमो भगवते वासुदेवाय

AUSTRALIA

Country Report on the activities of the National Commission for Unesco

AUSTRALIA'S MEMBERSHIP OF UNESCO

Because Unesco is an international agency, the carriage of Australia's formal relations with the Organisation is the responsibility of the Minister for Foreign Affairs. The Department of Foreign Affairs maintains a Permanent Delegation to Unesco in Paris.

The Permanent Delegation is headed by an Ambassador, Professor Owen Harries, appointed in 1981.

Unesco's Constitution provides for the establishment of a National Commission by Member States to advise the Government and to provide a link between the Organisation and national bodies interested in education, science, culture and communication. An advisory body of this nature has been in existence in Australia since 1947, with a Secretariat provided by the Department of Education and Youth Affairs.

THE AUSTRALIAN NATIONAL COMMISSION FOR UNESCO

Functions

The National Commission's functions are to advise the government on Australian policy in relation to the Unesco programme, to provide advice

and assistance in developing and carrying out Unesco activities in Australia, and to disseminate information about Unesco and its activities.

Membership

The National Commission has a membership of some fifty-six persons drawn from the fields of education, the natural and social sciences, culture and communication, who are appointed by the Minister for Education and Youth Affairs. Members are appointed in a personal capacity by virtue of their expertise and distinction in the fields related to Unesco's programme.

Meetings of the National Commission

The National Commission at present meets as a body for two days on a twice-yearly basis. The present National Commission structure provides in addition for five programme groups which during the course of the two days provide specialised advice on programme matters. The Groups are for Education, Natural Sciences, Social Sciences, Culture and Communication. The Commission meets for a substantial part of the meeting in plenary session to make policy and programme recommendations, and to debate other issues of general concern.

Executive

The Chairman of the National Commission is appointed by the Minister for Education and Youth Affairs. The Chairman, together with the Chairmen of each of the programme groups and the immediate past Chairman, make up the Executive of the National Commission. The Departments of Education and Youth Affairs and Foreign Affairs are also represented on the Executive.

Secretariat

The National Commission is serviced by a full-time Secretariat located within the International Education Branch of the Department of

Education and Youth Affairs. The structure of the Secretariat reflects the organisation of the international programme. On the advice of the National Commission, the Secretariat responds to requests from the International Organisation on various aspects of Unesco's programme, and is responsible for implementing the Commission's recommendations on activities in Australia. Secretariat members regularly liaise with other Government and non-Government bodies on behalf of the Commission, and represent the Commission at meetings such as Inter-departmental Committees.

Funding

National Commission activities in Australia are funded through a separate vote in the Department of Education and Youth Affairs' Appropriation. In addition, funds are made available under the Unesco Participation Programme to assist in some National Commission projects, particularly those of a regional nature.

National Commission Activities

Programme of Activities

Each biennium, the National Commission organises a programme of seminars and meetings which are related to Unesco's programme, and which reinforce the Organisation's principles. The seminar may be national in nature, or regional (involving participants from the Asia and Pacific region). Australia also hosts international meetings which are on occasion funded in part under Unesco's Regular Programme. A list of seminars and similar activities held since 1980 is attached (Statement I).

Regional Activities

Since the admission of Australia to the Asia and Pacific programme region in 1974, the National Commission has given first priority to participation in activities involving the region. The attached paper (Statement II) gives a brief summary of interest in the regional science networks. In addition, the National Commission has sponsored our participation in the wide

range of activities under the Asian Programme of Educational Innovation for Development (APEID). In the field of culture, the Commission was responsible, together with New Zealand, for sponsoring the Unesco Programme for the Study and Preservation of the cultures of Oceania. In the area of the social sciences, the Commission has supported the Association of Asian Social Science Research Councils (AASSREC) and is assisting the Australian Academy of the Social Sciences to host the biennial AASSREC Conference in Sydney in December 1983.

CASTASIA II

The Australian Government and the National Commission regarded CASTASIA II as an important conference. The Resolutions of the conference have been the subject of considerable follow-up activity in Australia by the National Commission as we believe that they represent an important expression of regional views on science and technology. Attached to this paper is a statement on Australian follow-up to CASTASIA II (Statement III).

MONDIACULT

Australia actively participated in the World Conference on Cultural Policies held in Mexico in August 1982. Follow-up activity has been made difficult by the large number of Resolutions to which the Conference agreed. At the present time, the National Commission is still examining the resolutions and will be looking to see how they are reflected in the Draft Programme and Budget (22C/5) for 1984-85.

STATEMENT 1

Regional Seminars Held in Australia

1 JANUARY 1980 TO DATE

**Regional seminar on book development in the Western Pacific,
Sydney, March 1980**

**Regional training seminar on the management of human settlements,
Adelaide, May 1980**

**Regional training course for marine science technicians,
Townsville, June 1980**

**International training course on microbial culture collections and
procedures,
Brisbane, July 1980**

**APEID workshop on technical and vocational education : electrical and
electronics engineering,
Adelaide, August-September 1980**

1981

**Regional training course on microbial physiology and genetics of industrial
processes,
Melbourne, 1981**

Regional training course for officials of National Commissions in Asia and the Pacific,

Canberra, 1981

1982

Generation and management of small scale databases,

Canberra, April 1982

Managing structural change in education in Asia and the Pacific,

Mount Eliza, April 1982

Indicators of socio-economic progress,

Sydney, May 1982

Regional training course in phosphate geology and exploration techniques,

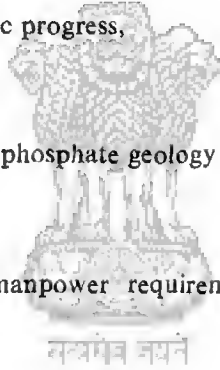
Sydney, May-June 1982

Professional and technical manpower requirements for agriculture in the Asia-Pacific region,

Richmond, July 1982

Regional seminar on physical education and sport,

Brisbane, September 1982,



Unesco Regional Networks

Networks for co-operation between national bodies in the Asia-Pacific region operate under Unesco auspices in the natural sciences, social sciences and education areas of the Unesco Programme. This paper deals only with Australian involvement in the basic sciences networks.

Concept

Regional networks usually consist of a number of national research, teaching or professional bodies linked together to improve regional communication and co-operation, through the promotion of activities such as exchange visits of professional personnel, training courses, seminars, regional workshops, team research, dissemination of information and provision of equipment for research and training.

The key principles underlying the network concept are :

- the major objective is to improve national capabilities through regional cooperation
- all activities are based on existing institutions and facilities
- participating scientists have a high degree of control over policies and programmes.

Structure

A network usually contains four components :

- national participating bodies (individual institutes)

- regional network headquarters (the operational headquarters)
- regional coordinating board (the policy board consisting of country representatives)
- national points-of-contact (the country representatives).

The network programme and budget is considered by the regional coordinating board, which normally meets once annually. Secretariat duties, general administration and production of a network newsletter are usually provided by the country hosting the headquarters.

Support for network activities may be provided by participating governments and institutions, by the Unesco Regular Programme, by a Fund-in-Trust administered by Unesco, and by a series of contributions from a wide variety of sources including other United Nations sources, foundations and industry.

Guidelines for Involvement

The Australian National Commission for Unesco follows the guidelines below in deciding upon Australian involvement in regional networks :

- whether a network is the best way of achieving the programme objectives and whether the subject area is a priority interest of the national and professional community
- the relevance of the aims of the network to the overall Unesco Programme
- possible duplication by the network of the work of other bodies operating in the Asia Pacific region
- the financial demands placed on participating countries by the network
- an examination of the appropriate structure for the network.

Basic Sciences

The network programme of Regional Co-operation in Basic Sciences, initiated by Unesco in 1974 has attempted to identify areas in the basic sciences—microbiology, chemistry, geology, mathematics and physics—in which a real contribution to development can be demonstrated and the contribution of science to development optimised. The network programme recognises the need for a strong indigenous scientific infrastructure, which will provide a foundation for the application of science in agriculture, health, natural resources and industry.

The Unesco role has been that of catalyst, as well as providing extra-regional inputs as requested. To make regional networks function, there must be a series of national networks built around a national point of contact.

Chemistry

The Regional Network for the Chemistry of Natural Products in South-East Asia was established in 1975. The Regional headquarters is located at Chulalongkorn University, Thailand. The Australian national contact point is Professor J. Cannon, University of Western Australia. Approximately 75 chemists in Australia receive the network newsletter.

As a contribution towards the development of this network, the Australian Development Assistance Bureau have since 1982 provided funding for a research and training network on the chemistry of biologically important natural products. This project, which is organised through the University of Western Australia, will facilitate the exchange of scientists engaged in research work in South-East Asia and Australia.

The Federation of Asian Chemical Societies was established in 1979. Its major role is the education of chemists, the setting of professional standards, industrial development through chemistry and establishing inter-society links. Mr. P. Woodhouse of the Royal Australian Chemical Institute (RACI) is the national point-of-contact and the Secretariat is based at Mahidol University, Thailand.

Microbiology

1. *The Regional Microbiology Network for South-East Asia* was established in 1975

The headquarters is located at the National Institute of Science and Technology, Manila, the Philippines.

The national point-of-contact is Professor N. F. Millis, University of Melbourne.

In February 1981, under the auspices of this network, the Australian National Commission for Unesco hosted a Unesco Regional Workshop on the Application of Microbial Physiology and Genetics to Industrial Processes at the University of Melbourne. A booklet containing the lecture material for this workshop, which was primarily directed at postgraduate level, was published late in 1982. Copies may be obtained from the Australian National Commission for Unesco.

2. *World Data Centre on Micro-organisms*

Under the auspices of Unesco/UNEP/ICRO, Professor Skerman at the University of Queensland operates a World Data Centre on Microbial Culture Collections as part of the development of a network of Microbiology Resources Centres (MIRCENS) also located at Nairobi, Cairo, Porto Alegre, Guatemala and Bangkok. Unesco/UNEP has provided funds to the Queensland Centre to update the World Directory, to computerise the data, to assist other MIRCENS culture collections, to establish links with other culture collections having the potential to participate in the network, and to develop the World Rhizobium Catalogue.

ADAB began funding activities of the Centre in 1981-82, to the extent of \$144,000 over 4 financial years to :

- encourage the work and communication between participating scientists
- to assist publication of research results
- to develop the regional culture collection in Bangkok.

Geosciences

The Regional Network for Geosciences in South-East Asia, established in 1977, has close links with the International Geological Correlation Programme (IGCP) and other international organisations such as the Association of Geoscientists for International Development (AGID), the International Union for Geological Sciences (IUGS), the Economic and Social Commission for Asia and the Pacific (ESCAP), the co-ordinating Committee for Offshore Prospecting (CCOP), and the Regional Mineral Resources Development Centre (RMRDC).

The national point-of-contact is Professor J.F. Lovering, University of Melbourne and the headquarters is located at the Department of Geological Sciences, Chiang Mai University, Thailand.

In 1981, Professor Lovering and Dr. Gleadow from the University of Melbourne organised a workshop on fission track dating in Korea, under the auspices of this network.

Engineering

The Association for Engineering Education in South-East Asia (AEESEA) was established in 1973. The national point-of-contact is The Institution of Engineers, Australia. The network headquarters is located in Thailand.

The Federation of Engineering Institutions of South-East Asia and the Pacific (FEISEAP) was established in 1978 and provides a mechanism for co-operation between national engineering institutions and promotes engineering sciences in the region. Mr. E. Storr of the Institution of Engineers, Australia, is the national point-of-contact and the headquarters is located in Indonesia.

Solar Energy

The Regional network for Solar Energy in Asia was established in 1978 with the aim of developing research and coordinating solar energy activities

in the region. The headquarters is located in the Department of Science and Technology in India. Mr. W. Read in the Solar Engineering Unit of the CSIRO Division of Energy Technology, Melbourne, is the national point-of-contact.

Intergovernmental Oceanographic Commission Programme in the Western Pacific (WESTPAC)

The WESTPAC programme began in 1978 and involves 19 member countries. Its objectives are to strengthen organisational arrangements for the planning, promotion, implementation and coordination of ocean sciences and related services in the Western Pacific. The major scientific projects are :

- Ocean dynamics
- Coastal and continental shelf oceanography
- Marine biology and living resources
- Marine pollution research and monitoring
- Marine geology and geophysics

The headquarters for WESTPAC is the Unesco Regional Office, Jakarta.

Following the second WESTPAC meeting (WESTPAC II) in October 1981, Australia offered to host WESTPAC III in Townsville in September 1983.

Physics

Asian Physics Education Network (ASPEN)

Following a Unesco workshop on methods of teaching physics, held in Thailand during November 1981, Unesco established a regional cooperative programme on university physics education with emphasis on experimental aspects of physics and the application of physics to development. The Secretariat is located at the University Kebangsaan, Malaysia.

The Australian national contact point is Dr. M. Mazzolini, School of Physics, University of Melbourne.

Biology

The Asian Network for Biological Sciences (ANBS) was established with support from Unesco in 1979 under the auspices of ICSU and International Biosciences Networks, 51 Bd de Montmorency, 75016, Paris, France.

A meeting to review network activities will be held in Bangkok from 27-28 April, 1983.



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CASTASIA II FOLLOW-UP

Following the second conference of Ministers of Science and Technology in the Asia-Pacific region, CASTASIA II, the Australian National Commission for Unesco established a working group to follow up the conference recommendations with appropriate government and non-government organisations in Australia.

The aim of the working group was to

- inform appropriate organisations and individuals in Australia of the outcomes of CASTASIA II
- to explore Australian capability in following up appropriate recommendations: and
- to encourage Australian and international agencies, (especially Unesco and ESCAP) to carry forward some of the suggestions arising from the CASTASIA II recommendations.

Over 70 submissions were received suggesting Australian involvement in regional cooperative projects in a wide range of fields which could be grouped as follows :

A. Resources assessment and management

Marine science and technology, agriculture, resource surveys, food, forestry and the development of scientific infrastructure and research management training.

B. Education and training

Hydrology, science popularisation, health and nutrition education, courses in remote sensing, course in low cost treatment of waste water, technician education, training in advanced research techniques and some other relevant training courses for the region.

C. Technologies

Scientific and technological information, scientific industries (including instrumentation, seismology, standards, testing, metrology), solar energy, and some other appropriate technologies.

Another important initiative has been taken by the Department of Science and Technology. The Department is exploring with the Australian Development Assistance Bureau the possibility of funding a programme of regional follow-up activity in three priority fields :

- marine science and technology ;
- scientific industries ; and
- science and technology infrastructure.

It is hoped that missions will be undertaken into the region in 1983/84 with a view to implementing some of the projects in 1984/85.

To complete the follow-up to CASTASIA II, the Commission's working group proposes the following steps :

- prepare and circulate a report on Australian follow-up to CASTASIA II
- encourage interested agencies to pursue relevant Conference recommendations with funding agencies
- submit the Australian report to the Director-General of Unesco, to the Directors of Unesco's offices in Bangkok, Jakarta and New Delhi

and to ESCAP to encourage them to select out items which they may wish to explore further with Australian authorities

- examine the draft 22C/5 to determine the commitment of Unesco's own follow-up to CASTASIA II and to assess the relevance and possibility of executing projects described in the Australian paper.



सत्यमेव जयते

BANGLADESH

Country report on the activities of the National Commission for Unesco

BANGLADESH NATIONAL COMMISSION FOR UNESCO

Bangladesh became a member of Unesco in October 1972. Article VII of Unesco Constitution provides that 'each Member-State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the organisation preferably by the formation of a National Commission broadly representative of the government and such bodies'. In compliance with this provision, Bangladesh National Commission for Unesco (BNCU) has been set up by the government. To facilitate working of the Commission, a Constitution was earlier adopted but to cope with the increasing dimension of activities, the BNCU Constitution has since been revised (in 1980).

The functions of the National Commission as envisaged in the Constitution are as follows :

- (a) to improve the understanding of the objective and purposes of Unesco among the peoples of Bangladesh;
- (b) to serve as a liaison agency between the government of Bangladesh and the institution concerned with and working for the achievement of Education, Science and Culture; and

- (c) to advise the government of Bangladesh on matters relating to Unesco.

The Commission is composed of 69 members representing both government and non-governmental organisations including eminent personalities in the fields of education, science, culture, communication and social science. Minister for Education is the Chairman and Education Secretary is the Secretary-General of the Commission.

There is a Steering Committee headed by the Minister for Education to supervise the management of the affairs of the Commission and to keep watch over the progress of the projects and programmes of the commission.

There are 5 (five) Sub-Commissions consisting of 11 (eleven) members in each sub-commission. These are : (i) Sub-Commission for Education, (ii) Sub-Commission for Science and Technology, (iii) Sub-Commission for Culture, (iv) Sub-Commission for Communication, and (v) Sub-Commission for Social Science and Humanities. The Sub-Commissions play important roles in suggesting projects and programmes in their respective areas and also offer views/comments on important matters in their respective fields if and when sought.

There is also a Man and Biosphere (MAB) Committee consisting of 20 (twenty) members to look for practical solutions to the concrete problems of the management of natural resources, land development and rural and urban planning.

There is a Secretariat of the National Commission to carry out the normal and day-to-day activities of the Commission. The Secretariat is composed of one Secretary, one Assistant Secretary, five Programme Officers, one Librarian and other ancillary staff.

The Secretary of the National Commission has a Library and a Documentation Unit of its own, at present having a collection of more than 4,000 titles including journals and magazines on different disciplines. The

collection mainly consists of Unesco publications received from Unesco headquarters and Regional Offices including APEID.

Unesco carries out its different programmes and activities within the broad framework of their approved biennial budgets (the present approved budget of Unesco 1981-1983 is an exception which is for a period of three years). When the documents of approved budgets are received by the BNCU Secretariat, contacts are made with different Ministries/Divisions/Organisations concerned to prepare project proposals relating to their respective sectors so that they can be further processed with Unesco by BNCU.

The working relation of BNCU with Unesco headquarters and the Regional Offices of Unesco located in Bangkok for Education, in New Delhi for Science and Technology and in Karachi for Book Development and Culture has been excellent. It is expected that this harmonious relation with them will continue to increase in the years to come.

Bangladesh National Commission gives sufficient importance to the role of NGOs in carrying out different fields of Unesco activities in Bangladesh and has developed a cordial working relation with them.

It may be mentioned that the Bangladesh National Commission for Unesco has succeeded in creating a great impact in the country in respect of Unesco activities by enlisting active support and cooperation of a good number of intellectual groups interested in education, science, social science and cultural matters. With their active support and cooperation, it has been possible to organise quite a number of meetings, regional and sub-regional seminars, workshops in the country.

As a co-ordinating agency, the BNCU Secretariat has been carrying out its responsibilities in respect of Bangladesh participation in various meetings/conferences/seminars/workshops held abroad under the sponsorship of Unesco or its regional offices and also in respect of various programmes and activities organised in Bangladesh under the joint sponsorship of Unesco or its regional offices and various national agencies

in Bangladesh. In addition to the above mentioned activities, many research studies were also undertaken by us of which mention may be made of some of the recent ones such as (a) A Directory of Institutions Offering Training on Out-of-School Population Education in Bangladesh was prepared by the Population Education Programme and the BNCU Secretariat at the instance of Unesco Regional Office, Bangkok. (b) A Research Study on Educational Innovation for Rural Development in Bangladesh was undertaken by Dr. Mazharul Haque, Director, Institute of Education and Research, University of Dhaka. (c) At the instance of Unesco ROEAP, Bangkok, a Case Study on Policies, Planning and Administration of Technical/Vocational Training in Bangladesh has been undertaken.

Like all previous occasions, Bangladesh participated in the 7th Photo Contest in Asia and the Pacific which was organised by the Asian Cultural Centre for Unesco (ACCU), Tokyo. A good many entries were sent from Bangladesh and two of them have been awarded 'YAKULT' prize and nine 'ACCU' prizes in the contest. Similarly, Bangladesh also participated in the International Children Art Exhibition organised by the Korean Children's Centre. 48 entries were sent, out of which Bangladesh got one gold medal, one silver medal and two bronze medals.

Bangladesh has actively participated in the different sessions of the General Conference of Unesco held since she became a member of Unesco. Similarly, a 4-member delegation led by Dr. A. Majeed Khan, Minister for Education attended the Fourth Extra-Ordinary Session of the General Conference and took active part in the proceedings of the Commission 1 and 11 set up by the Conference to consider the proposals. The Bangladesh delegation proposed a vital amendment at the Commission 11, proposing incorporation of a new clause furthering the process of decentralising a growing number of meetings to regional and sub-regional offices and improving the geographical distribution of meetings by region, sub-region and country. The proposal was unanimously approved.

Bangladesh has been participating in the Unesco Coupons programme since 1977-78. The programme is very much popular in the country since

it has been found very much useful in enabling organisations and institutions to import essential items of equipment for their organisations.

From the foregoing analysis, some idea can be discerned regarding the nature of activities of Bangladesh National Commission for Unesco in respect of fostering the ideals for which Unesco came into being. It may be pointed out that BNCU gives particular emphasis on the development of mutual relationships with National Commissions of the Member States of this region.

CASTASIA II (Conference of Ministers responsible for the Application of Science and Technology to Development and those responsible for Economic Planning in Asia and the Pacific) Conference held in Manila, Philippines, from 22-30 March, 1982 :

A three member delegation from Bangladesh attended the conference and submitted a Country Review, the summary of which is as follows :

“Efforts are being made for bolstering our food production by extensive irrigation works, for improving rural health by patronising indigenous medicine along with modern medicine, for increased application of nuclear technology in the field of agriculture, family planning, meteorology, pisciculture and for priority research programme for alternative energy sources. A National Council for Science and Technology constituted recently is engaged in the formulation of national policies on science and technology and also in ensuring coordination between research and development activities for more effective contribution of science and technology to our development process.

Efforts at national level are being made to find out useful alternative sources of energy, e.g., solar, bio-gas, wind, mini-hydro, tidal and even nuclear energy. The Institute of Appropriate Technology set up recently is engaged in developing rural technologies related to irrigation and water management, agricultural tools and equipment, post-harvest technology and reduction of post-harvest losses, transport, housing and rural energy etc.”

The Conference signed a declaration—"Manila Declaration" through which they appealed to all governments of all countries to contribute directly and through the United Nations system to the attainment of science and technology for the well being of mankind. Moreover, the Conference made a good number of recommendations along with the Review Process of CASTASIA II follow-up activities for the development of science and technology in the region.

The final report of the Conference was received by BNCU in early 1983. It is now being studied by the concerned national agencies. Follow-up action is expected to be undertaken after completion of the examination and study of the recommendations printed in the report.

Mexico Conference on Cultural Policies

The World Conference on Cultural Policies held in Mexico from 26 July to 6 August, 1982 was attended by Mr. Farooq Subhan of the Permanent Mission of Bangladesh to the United Nations. The Conference solemnly agreed and affirmed that educational and cultural factors are essential in efforts to establish a new international economic order. In a world torn by dissension which imperil the cultural values of the different civilisations, the Member States and Secretariat of the United Nations Educational, Scientific and Cultural Organisation must increase their efforts to preserve such values and take more intensive action to further the development of mankind. The establishment of a lasting peace is essential to the very existence of human culture. In this situation, the goals of Unesco, as set out in its Constitution, acquire a capital importance. The World Conference on Cultural Policies appeals to Unesco to continue and strengthen its work to increase cultural contacts between peoples and nations and continue to pursue its lofty mission of helping men, despite their diversity, to make the ancient dream of universal brotherhood come true. And thus the international community, met in this conference, endorses the motto of Benoto Guarez :

'In relations between individuals as between nations, peace means respect for others' rights.'

As a follow-up action on World Conference on Cultural policies, Bangladesh participated in the Asian Co-publication programme for publication of Asian Humourous Stories. A representative from Bangladesh took part in the 15th Training Course on Book Production held in Tokyo from 28 September to 27 October, 1982. In the meantime, Asian Cultural Centre for Unesco (ACCU) committed to make a bulk purchase of Bangla version of 'Folk Tales of Asia', an ACCU publication, translated and published by Shishu Academy.

National Book Centre has planned a study on the present Bangla typeface situation and for designing new typeface. In this regard, our neighbours can provide vital assistance by sending experts to cooperate in the study and such other help for implementation of the scheme.

Regional Co-operation in the field of Preservation of Cultural Heritage

The Government of Bangladesh gives high priority to the preservation of Cultural Heritage and to its development and dissemination. During the recent visit of the Unesco Director-General to Bangladesh, a thread-bare discussion was held on the programmes about the development and popular use of museums, the encouragement of fine and performing arts both modern and traditional, the restoration and preservation of historical sites and the encouragement of cultural publications, and the development of libraries and archives.

A Memorandum of Understanding was signed between the government of Bangladesh and Unesco on 1 March, 1983 wherein it is agreed upon that the Director-General of Unesco would launch an international appeal shortly for technical and other assistance for the preservation and restoration of Paharpur Buddhist Monastery and Shait Gumbud Mosque of Bagerhat.

In the Sixth Expert Meeting on Regional Cooperation in Unesco Cultural Activities in Asia and Pacific, Bangladesh have suggested the

following future joint programmes :

- (i) Production of a Bangla Folksong Album rendered by reputed singers of Bangladesh.
- (ii) Production of a Bangla Graphic Art and Printing Album, with famous selected works by contemporary artists of Bangladesh.

Second Medium-Term Plan (1984-1989)

The draft report of the Second Medium-Term Plan has been received by us and the approved one is yet to be received. The draft has been prepared on the guidelines laid down by the General Conference at its 21st Session and on the result of consultation with Member States, associated members, international governmental and non-governmental organisations including many eminent figures. The first part of the plan includes the analysis of the current world problems, the role of Unesco and its task. The draft plan contains thirteen 'major programmes' earmarked on the basis of the experience gained in the process of implementation of the First Medium-Term Plan (1977-82 and 1983) and the guidelines set forth therein enables the Unesco to make effective contribution to the solution of the problems identified.

The Medium-Term Plan is basically a document for guidance. The biennial programmes and budgets are designed to deal primarily with the practical side of the organisation's action. On the adoption of the Medium-Term Plan, the functions within the framework become the part of the current major activities of the organisation and the implementation of concrete activities of planning, programming, budgeting and evaluation are to be carried out by the Unesco's secretariat.

The analysis of the world problems, forms the touchstone of all planning work. It serves as an attempt to work out the main lines of action which is to be taken up by the organisation for the next six years. The reflection on world problems and the future-oriented studies, of course, constitute the basis for the major regular programme of the organisation.

It is, by and large, a unique document of international intellectual co-operation, enabling the organisation's action to have a sustained impact on the real situation of the world to the desired expectation and requirements of the Member States in a very satisfactory manner.

From the foregoing analysis some idea can be discerned regarding the nature of activities of the BNCU in respect of fostering the ideals for which Unesco came into being, the follow-up actions of CASTASIA II. Mexico Conference on Cultural policies, Medium-Term Plan and the like. It may be pointed out that the BNCU gives particular emphasis on the development of mutual relationship with National Commissions of the Member States of this region. Bangladesh National Commission for Unesco also desires to take practical steps to foster greater unity and stronger relationship with Indian National Commission for Cooperation with Unesco and the Unesco Regional Office, New Delhi.



বঙ্গবন্ধু জয়ন্তে

BHUTAN

Country report on the activities related to the fields of Unesco's Competence

PROGRESS OF EDUCATION DURING 1961-81

Bhutan, with a long history and rich cultural heritage, took to planned development with the commencement of the First Five-Year Plan in 1961. The mountainous terrain of the country, sparse narrow valleys, climatic variations, lack of communication and inaccessibility to the rest of world, etc., have been constraints. Before 1961, the administrative structures were in a very rudimentary stage with almost total absence of any basic social infrastructures like roads, health services, communication facilities, educational institutions, etc. In spite of meagre resources, the Royal Government of Bhutan took initiatives on several fronts to develop the economy; but one important priority area which was deliberately chosen for investment was education and training. It was accepted as a pre-requisite for social and economic development.

2. In spite of several constraints, the Royal Government of Bhutan has succeeded, during the first Four Plans—1961-81, in establishing a sound infrastructure for education. Taking only a few indices, the progress has been good. The number of institutions in 1961-62 was 59 with 93 teachers and students enrolment of 1,500. Now there are 185 institutions with about 1,400 teachers and an enrolment of 42,000 students. Expenditure on education is about 22 per cent of the total Government expenditure as against 9 per cent two decades back. The gross enrolment

ratio at the primary stage, an important index of educational development, is around 17 now as against 5 a decade back. Similarly, during the same period the percentage of trained teachers has increased from 15 to around 35. A large number of institutions imparting teacher education, technical education, vocational and commercial training, with adequate facilities and potential for further development, have been established to meet the emerging manpower requirements. This is a positive trend in the direction of diversification of the educational system. For a small country like Bhutan—these achievements during a span of two decades, are an indication of our commitments to educational development.

II

FIFTH PLAN (1981-87) : POLICIES & PROGRAMMES

3. These achievements have to be improved upon keeping in view our current population of 1.165 million which is growing annually at the rate of 1.8 to 2.0 per cent. The sheer pressure of expansion which is inevitable in a developing country made larger claims on our meagre resources. Our Fifth Plan (1981-87) has laid down several objectives of educational development. The Fifth Plan for education sector differs materially from earlier plans. There is a major shift in policy towards consolidation and improvement. We are making efforts to blend both quantitative expansion and qualitative improvement to the extent possible. Literacy levels of the population will be raised through the expansion of primary education with accent on qualitative improvement, reduction in wastage and drop-out rates. At the end of Fifth Plan, 1986-87, gross enrolment ratio at the primary stage may be over 24. Educationally qualified teachers will be trained in the existing two teacher training institutions. Manpower requirements of economy will be met through the adequate supply of craftsmen and technicians, trained in the technical institutions. Modernisation will be introduced by incorporating science and technology components in the institutional frame-work and the mechanism of educational planning and management. We are equally laying adequate emphasis on the preservation, promotion and development of our country's rich cultural values and spiritual heritage by making it an integral component of the educational programmes. The outlay in the Fifth Plan will be Nu. 340 million (Ngultrum is national

currency of Bhutan and is at par with the Indian Rupee), as against Nu. 135 million in the Fourth Plan—an increase of 153 per cent. Maintenance expenditure would be Nu. 209 million and for development activities Nu. 131 million has been earmarked.

III

UNESCO PARTICIPATION IN THE NATIONAL PROGRAMME OF BHUTAN

4. Teacher Education

Firstly our planned development started late and secondly we are new to the U N. community. It is only last year that Bhutan has been admitted as a full member of Unesco. However, Unesco since 1976 has extended its support to the Royal Government of Bhutan in a very crucial area, namely teacher education. One of the constraints in developing educational facilities in our country has been the shortage of trained local teachers. Too much dependence on expatriate teachers in the past adversely effected the growth of education apart from the local milieu. In order to meet the situation, the Royal Government of Bhutan, on its own, set up a Teachers' Training Institute at Samchi in 1968 to train teachers for primary schools. In view of the Government's commitment to widen the coverage of primary education to meet the demands of social justice and equity as laid down in the National Policy on Education in 1976, need for more trained teachers was keenly felt. The Government's resources were inadequate to expand the facilities to the requisite level. It was at this stage that the UNDP/Unesco agreed to provide assistance for the development of Teachers' Training Institute, Samchi, in the form of experts, equipment, fellowships. The UNDP-Unesco assistance for Teachers' Training Institute, Samchi, has been continuing for the last about seven years. The Government has now taken another major decision e.g. to train teachers for secondary schools. The Teachers' Training Institute at Samchi is, therefore, being upgraded to the status of National Institute of Education with two faculties: one for the training of primary school teachers and the another for the training of secondary school teachers. For this Unesco will be providing assistance. So far, this is the only major Unesco project operating

in Bhutan. The project is funded by UNDP with Unesco as the executing agency.

5. Educational Policy and Planning

While the Government is satisfied with the success of the Unesco Project relating to teacher education, it is equally conscious of the fact that the educational system, as a whole, is not properly geared to meet several objectives laid down in the developmental plans for which purpose now policy thrusts are required. The requirements of the entire gamut of education across the various sub-sectors in relation to developmental needs are massive and cannot be postponed. It was felt that the earlier National Education Policy, formulated in 1976, requires to be reviewed in the light of the current achievements, constraints and future demands. UNDP-Unesco assistance was sought for fielding a high-level Mission to assist the Royal Government of Bhutan in the formulation of National Education Policy. The UNDP/UNESCO Mission has carried out an indepth diagnosis of the current educational situation and formulated concrete operational plans which will adequately reflect the latest policy thrusts of the Government. The National Education Policy, 1982, has since been drafted. Major programmes and innovative projects—both short and long term—which require implementation, have been identified. These are development of human resources, through appropriate training, expand primary education substantially, train technical personnel to meet manpower requirements, re-orient the educational curricula to make it relevant, relate education with work, link education with rural development, promote functional literacy, initiate pre-service and in-service training programmes for educational administrators and supervisors, develop national language, enhance and improve the capacity of the educational system for adequate policy planning, programming and management, preserve, develop and promote spiritual, religious, cultural and traditional values of the country. The kinds of programmes envisaged are multi-dimensional and innovative in character. National human, physical and financial resources alone would not be sufficient to support these programmes.

6. Specific Areas of Unesco's possible Assistance

The Unesco and other bilateral agencies, special in the sub-region, may consider providing institutional, personnel and financial support and

technical assistance in certain pivotal areas such as : assistance of high-level international and national personnel for policy planning, project formulation, provision of fellowships and group training of nationals in areas of policy planning, management, school and higher education systems, educational statistics, functional literacy, language promotion, curriculum development, educational research and evaluation, text-book writing, district education planning and management, etc.; organization of training workshops for preparing appropriate materials, guidelines, manuals, teaching aids, evaluation tools, for period ranging between two to three weeks; provision of equipment; fielding of consultancies of competent personnel to work in specialised areas of work-experience, agricultural and extension education, preparation of learning episodes and modules in relation to surrounding community, local fauna and flora, world of work, ecology etc., problem-oriented materials, skill training in traditional crafts, functional literacy, modernising the teaching and learning of national language, vocational training, national social service writing of text-books and learning materials in sciences and mathematics, management training, preparation of career guidance materials, etc.; and financial assistance for construction of educational institutions and faculty buildings. Our delegation to the Fourth Extraordinary Session of the General Conference of the Unesco, held in November-December, 1982, made special mention of these requirements.

7. The Sub-Regional Meeting of the National Commission may like to consider assistance in the areas of high priority which have emerged after a detailed review of the existing situation. There are some areas in which sub-regional and regional cooperation can be developed.

8. As far as Bhutan's association with Unesco is concerned, it has had very little experience. Bhutan became a member of Unesco only in 1982. After becoming a member, Bhutan had participated in the Fourth Extraordinary Session of the General Conference of Unesco held in Paris in November-December 1982. Prior to this, Bhutan had also participated in the conference organised by Unesco in Paris for LDCs (Least Developed Countries) in 1975 and September 1982. Having become a member of Unesco family, the Royal Government of Bhutan is very

keen to avail herself of Unesco's assistance in terms of finance, equipments and expertise for the development of education.

9. So far no National Commission for co-operation with Unesco has been formed. However, the Royal Government may form a National Commission in the near future, particularly for co-operation with Unesco and sharing of each others experience amongst the sub-regional member countries. Bhutan looks forward to other Unesco members in the sub-region for sharing each others experience in the field of educational development and preservation of national culture and traditional values.



सत्यमेव जयते

INDIA

Country report on the activities of the National Commission for Unesco

It is a matter of pride that India is not only a founder member of Unesco but was also amongst the first Member States of Unesco to set up a National Commission as far back as 1949. The Indian National Commission for Cooperation with Unesco has been reconstituted, from time to time, to conform broadly to the objectives and programme activities of Unesco, which have multiplied over the years, both in form and content. In 1980, it was decided to undertake a review of the constitution of the Indian National Commission in the light of the experience gained in its working during the last thirty years, as also because of the changes that had occurred in the programme operations of Unesco, as adopted in its General Conference at its 20th Session held in Paris in 1978.

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Structure of the National Commission

The Indian National Commission was accordingly reconstituted with effect from November 24, 1981. The salient feature of the new constitution of the Commission is that as against four Sub-Commissions, which existed earlier, the membership of the Commission now consists of five Sub-Commissions, namely, the Sub-Commission for (i) Education, (ii) Natural Sciences; (iii) Social Sciences; (iv) Culture; and (v) Communication. The functions of the Commission have also been enlarged, firstly, to encourage cooperation and participation of both governmental and non-governmental institutions, organisations, and various individuals in

the formulation and execution of Unesco's programmes in various fields, and secondly, to collaborate with the National Commissions of Asia and the Pacific, as also with Unesco's Regional Offices and Centres, in fostering regional, sub-regional and bilateral cooperation not only in joint formulation, but execution of programme as well.

There are at present 44 'individual' and 51 'institutional' members distributed among its five Sub-Commissions. The Minister of Education and Culture is the President, Education Secretary is the Secretary General, and an officer of the Ministry of Education and Culture is the Secretary of the Indian National Commission; the secretariat also being provided by the Ministry of Education and Culture.

Associated Schools Project

In so far as the activities of the Indian National Commission are concerned, its first and foremost function is to promote understanding of the aims and objectives of Unesco among the people of India. This is achieved through dissemination of information about Unesco as also organisation and implementation of activities to popularise Unesco and its projects such as education for international understanding, etc. India has been participating actively in Unesco's Associated Schools Project since its inception. Launched in 1953, the main aim of the project is to promote the general development of education for international understanding through widespread network of institutions—both primary and secondary schools, as also teacher-training institutions. At present, there are 36 schools in the country, of which 10 are primary and 26 secondary schools and training institutions, participating in the project. In addition, the Indian National Commission launched in 1966 an Expanded Programme for Education in International Understanding which is being implemented by nearly 700-800 primary and secondary schools and teacher-training institutions.

Documentation Unit

The Indian National Commission has set up a Publication, Documentation and Unesco Information Unit (PDUI). It receives and distributes

a vast mass of publications—books, periodicals, reports etc., both from Unesco Headquarters in Paris and the Regional Offices, which reflect the work of the Organisation and are derived from programme activities in the fields of education, science, social sciences, culture and communication. In addition, the Unit undertakes distribution of informative literature and publications which include Unesco Features, Unesco Chronicle, Unesco Courier, and booklets giving an account of Unesco's programmes and activities. Besides this work of dissemination and distribution, the PDUI issues widely monthly bulletin "INC Current Awareness" containing a list of new publications received from Unesco.

Newsletter and Indian Editions of 'Courier'

The Indian National Commission also brings out a quarterly magazine "Newsletter", which publicises the activities of the Commission and Unesco in India. The Newsletter has wide circulation. A scheme to expand and augment the activities of the PDUI has already been formulated under the current Five-Year Plan. The Commission also arranges the publication of the Hindi and Tamil editions of the 'Unesco Courier'. The Commission also arranges display of Unesco exhibitions.

Unesco Clubs

The Commission continues to play a leading role in coordinating the Unesco Clubs movement in the country. It encourages and promotes the establishment of Unesco Clubs in various centres, including universities, libraries, educational and cultural institutions, etc. So far, 130 Unesco Clubs have been established in different parts of the country. These clubs undertake activities aimed at dissemination of information about the aims and activities of Unesco, and arrange programme in the fields of education, science and culture to promote international understanding, cooperation and world peace. The Indian National Commission regularly supplies publications and other materials of interest to these clubs; special kits and material being sent to enable them to celebrate such events as UN Day, Human Rights Day, etc. Besides clubs, the Commission extends financial assistance to such voluntary organisations which are interested in spreading the message of Unesco,

Unesco Coupon Scheme

The Commission also operates the Unesco International Coupon Scheme designed to assist institutions and individuals working in the fields of education, science, culture and communication, to import their *bona fide* requirements of educational publications, scientific equipment, educational films, etc. from abroad, without undergoing the foreign exchange and import control formalities, on payment in Indian rupees. During 1982, Unesco coupons worth \$ 33,412.91 were issued by the Commission.

Participation in Unesco Conferences

The Commission continues to nominate experts to participate in national, regional and international meetings, workshops, seminars, conferences, etc., convened by or under the auspices of Unesco. It identifies and recommends to Unesco candidates for various vacancies notified by Unesco. It also arranges placement of a large number of Unesco fellows from Member States in various universities, institutions, laboratories, etc. in India. Similarly, various contracts offered by Unesco to experts in India for writing articles or undertaking special studies are handled through the Indian National Commission. Likewise, funds allocated under the Participation Programme are also administered through the Commission.

APEID

India has also been an active member of APEID and has been significantly involved in the implementation of different programmes and activities envisaged in the First and Second Cycles of APEID, and is currently participating in its on-going Third Cycle Programmes. India has recently made a contribution of one million rupees to APEID for its third Cycle.

In 1982, India sent high-powered delegations to the World Conference on Cultural Policies, which was held at Mexico City from July 26 to August 6, 1982 and also to the Fourth Extra-ordinary Session of the General Conference of Unesco at Paris from November 23 to December 3, 1982. As a part of the preparations for the aforesaid Unesco Conferences, the Indian National Commission held its 15th and 16th Sessions

on June 10 and October 18, 1982, to deliberate on matters connected with the Mexico Conference and the General Conference, respectively.

Visit of the Director-General

In response to an invitation extended by the Government of India, H.E. Mr. Amadou Mahtar M'Bow, Director-General of Unesco, paid an official visit to India from March 5-9, 1983. Among others, he was accompanied by the Assistant Directors General for both Science and Culture, as also the Assistant Director General, Unesco Regional Office, Bangkok. He called on the Prime Minister; Minister of State for Education, Culture and Social Welfare; and Vice-President, Council of Scientific and Industrial Research. In addition to addressing the members of the Indian National Commission, Mr. M'Bow had a series of meetings and discussions with officials and experts connected with Unesco's field of competence.

Follow-up action on CASTASIA II

The Indian delegation participated actively in CASTASIA II meeting and helped in making a number of recommendations. A brief account of the follow-up action taken on these recommendations is as follows :

The Government of India has given great importance to scientific research in a number of key areas crucial to national development. Many of these research areas have not only been identified, but included in the current Five-Year Plan. Besides, the Department of Science and Technology has identified detailed thrust area programmes in life, chemical and physical sciences. These are being actively pursued at the national level.

Attaching great importance to relation of science and technology to the production sector, the Government of India has issued a national technology policy statement, which in addition to other parameters, highlights the importance of consultancy organisations in engineering. India's experience in this field may be useful to other developing countries. Similarly, India has considerable experience in formation of science and

technology policy; Indian experts could assist other developing countries of the region in this area. India has, in this context, taken considerable initiative in formulating cooperation programmes in the South Asian region both on regional and bilateral basis.

In the national plans of India, new technologies, especially in the fields of critical importance, continue to be identified as soon as they emerge. Some of the major areas in this context are bio-technology, new energy resources, micro-electronics, etc.; and considerable amount of national effort is being devoted to them.

Indian experts have been deputed to Indonesia for assessing site suitability with the help of scientists of the host country for location of the Giant Equatorial Radio Telescope.

India has been approached by the International Centre for Integrated Mountain Development in Nepal for necessary information relating to science and technology activities in the country which will assist the functioning of the Centre. The Department of Science and Technology has already sent them the necessary background documents and literature on the subject.

India has been actively involved in the UNISIST/General Information Programme and has supported proposals relating to the setting up of a network of information in science and technology for the Asia and Pacific region.

The Government of India has also actively supported the UNDP Regional Project on Mangrove Eco-system Development.

The Department of Science and Technology has been making concerted efforts, in a phased manner, towards achieving standardisation of statistics on science and technology, and its publications in this regard

have been well received not only within India but abroad also. Science statistics being comparatively a new field, the need for mutual exchange of experts in the different countries cannot be over-emphasised. Unesco could play a catalytic role in this endeavour.

World Conference on Cultural Policies, Mexico

The Second World Conference on Cultural Policies, held in Mexico in July 1982 was attended by a high-level Indian delegation, led by the Education Secretary and Secretary General, Indian National Commission. The Mexico City Declaration on Cultural Policies is indeed a comprehensive document enunciating principles that should govern cultural policies. India fully endorses the Mexico City Declaration and completely shares the view that culture, in its widest sense, represents the whole complex of distinctive spiritual, material, intellectual and emotional features that characterise a society or social group. India fervently believes that every culture represents a unique and irreplaceable body of values and that all cultures form part of the common heritage of mankind. We believe that special characteristics do not hinder but rather enrich the communion of the universal values that unite peoples. As regards the cultural heritage, India fully supports the Mexico City Declaration that the restitution to their countries of origin of works illicitly removed from them, is a basic principle of cultural relations between peoples. Believing that culture constitutes a fundamental dimension of the development process, we are trying to augment allocation of resources for cultural development in India.

Conclusion

Summing up, it may be said that though much has been achieved in the various fields of Unesco's competence, yet a lot still needs to be done. A plan to further strengthen and expand the activities of the Commission has been formulated and is in the process of implementation. Besides, the Government is actively considering a proposal to set up a 'Unesco House', as an independent autonomous body under the aegis of the

Indian National Commission, which will be charged with the responsibility of implementing effectively the executive functions of the Commission. In addition, it is proposed to construct a building to house the offices of Unesco functioning in New Delhi at present. The proposed building will also make provision for accommodation required for the expanded activities of the Indian National Commission.



सत्यमेव जयते

ISLAMIC REPUBLIC OF IRAN

Country report on the activities of the National Commission for Unesco

Madam Chairperson, distinguished delegates, representative of Unesco :

The Iranian National Commission for Unesco which was established in 1948 according to the Article VII of the constitution of Unesco, has re-activated its function as : advisory and liaison body, information body and executive body in the last year.

Its main activities could be classified as follows : preparing 22 projects at the national level viewing the use of Unesco participation programme, establishing closer relations between Unesco and Iranian National Scientific and University bodies to involve in Unesco's activities the various ministerial departments, agencies, institutions, organisations and individuals working for the advancement of education, science, culture and information, translating most of the documents received for the better use into *Pharsi* which is Iranian native language. In this regard, the publishing back-log of 30 persian edition of Unesco Courier has been done, starting negotiation to involve Iranian educational, scientific and cultural research centres translating major works of Unesco into persian (*pharsi*) and persian books into foreign language, cooperating with the government in its participation in sessions of Unesco's conferences such as :

1. 2nd Conference of Ministers Responsible for the Application of Science and Technology to Development and those responsible for Economic Planning in Asia and the Pacific, Manila, 22-30 March, 1982.

2. World Conference on Cultural Policies, 26 July—6 August, 1982 (Mondiacult).
3. The Fourth Extraordinary General Conference, 23 November to 3 December 1982, on the Second Medium-Term Plan of Unesco (1984-1989).
4. World Book Congress, London.
5. The Conference on Education for International Understanding, Peace and Respect for Human Rights to be held in Paris, 12 to 20 April, 1983.

Making arrangements to activate and facilitate Iranian experts participating in seminars and conferences at different levels (international, regional, sub-regional and national) such as 7th Photo Contest in Asia and the Pacific organised by Asian Cultural Centre (ACCU), participation in the International Children Art exhibitions organised by Korean Children Centre.

Expediting the process of announcement and screening procedure for selecting the best qualified candidates/participants in the field of Unesco's competence.

- Cooperation in organising works for the year 1983 which has been declared as the year of Communication.
- Collaboration with delegations despatched by Unesco on subjects such as ;
 - (1) Adopting the contract between Unesco and Iranian government on the International institution of methods on adult education.
 - (2) Preparatory works for the participation of Unesco's seismologists in the activities of the correspondent ministries in establishing seismological laboratories.

- (3) Facilitating the mission of a three member delegation representative of the Unesco Director-General to make survey on the situation of the preservation and protection of the Iranian cultural heritage and cultural wealth. The result of this survey was submitted to the 115th Executive Board Session by the Director-General according to which the government of Islamic Republic of Iran not only was able to preserve and protect its cultural wealth and heritage but adopted rules and procedures to prevent any smuggling in this regard and was successful in protection, conservation, construction of museums, monuments and sites.

The mission was done because of the negative propoganda made by Western mass media against our Islamic Revolution and the report showed one more time how they distort the facts.

Iranian National Commission was active in including new charter of national commissions for Unesco in its draft for new constitution for Iranian National Commission. We have also reactivated different national committees in relation to the international committees such as Hydrology, Oceanography, MAB, ICOMUS, ICRON, ICOM, Performance Arts etc., we have also established different temporary committees on subjects in the field of Unesco competence such as a committee for cooperation with Unesco in writing six volume study on Images of Islam, a committee on writing books on History of Civilization in the Middle Asia.

Iranian National Commission has also been active in preparing art exhibition and participating in the art exhibition in many different countries, Cooperation with the Children Poet contest, children paintings exhibitions, and many other activities.

"The Report submitted to CASTASIA II" was published by the Iranian Ministry of Culture and Higher Education. This was prepared as the country report in accordance with the Unesco guidelines and was sent a copy of the report for inclusion in the Unesco publication on National Science and Technology Policies in Asia and Pacific.

The CASTASIA II was a turning point for Islamic Republic of Iran in participating in International Pacific Conference. It has provided us with

precious information, in particular concerning the desire for cooperation so freely manifested by all the countries at the conference. This conference emphasised the need to incorporate scientific and technological potential into the context of national development, with its specific priorities, its socio-economic demands, its cultural characteristics, etc.

FOLLOW-UP ACTION ON THE RECOMMENDATION OF CASTASIA II

Islamic Republic of Iran participated in the Second Conference of Ministers Responsible for the Application of Science and Technology to Development and Responsible for Economic Planning in Asia and the Pacific, Manila, March 22 to March 30, 1982.

Iranian delegation expressed their satisfaction for cooperation of the National Commission in preparing and despatching of five officials of high rank to this Conference. They reviewed problems relating to science and technology and development in Asia and Pacific, reviewed national policies and programme for the promotion of science and technology, and promotion of international and regional cooperation in Science and Technology for development.

The Iranian Commission for Unesco is studying and following up the 25 recommendations of this Conference and has been able to locate national centre for studying and cooperating in any one of them.

FOLLOW-UP ACTION ON THE RECOMMENDATION OF WORLD CONFERENCE ON CULTURAL POLICIES

Islamic Republic of Iran participated in the World Conference on Cultural Policies, Mexico city 26 July—6 August, 1982.

Iran National Commission made preparatory work in selecting and despatching Iranian delegation to this conference. 12 Officials of high rank were the members of our delegation. They reviewed problems relating to cultural identity, cultural values and spritual values, cultural dimension of development, culture and democracy, preservation and

presentation of the cultural heritages, artistic and intellectual creation, arts education, culture education, science, communication, production and dissemination of cultural goods and services—cultural industries, cultural administration, international cultural cooperation, etc. The report submitted to World Conference on Cultural Policies was published in the Chinese National Commission News Magazine. It was also published in Iran by the Ministry of Foreign Affairs.

World Conference on Cultural Policies was regarded very important by the Iranian delegation. Iran National Commission is working on the study and follow-up of 181 recommendations of this conference and has informed different responsible bodies of the recommendations.



सत्यमेव जयते

REPUBLIC OF KOREA

Country report on the activities of the National Commission for Unesco

Mr. Chairman,

It is my privilege to present a report, on behalf of the Korean National Commission for Unesco to you, distinguished delegates and members of Unesco on the activities and programmes of the Korean National Commission.

I would like, first, to state the structure and composition of the Korean National Commission. The National Commission is composed of 60 members, representing the government agencies concerned with education, science, culture and communication. The National Commission is headed by a Chairman (the Minister of Education, *ex-officio*) and five Vice-Chairmen, four of which are the Vice-Ministers of Education, Foreign Affairs, Culture and Information, Science and Technology. The fifth Vice-Chairman is elected at the General Assembly.

The National Commission has set up five permanent programme committees, namely education, natural science, social science, culture, and communication. Other special committees are organised when needed. Currently the National Commission has seven special committees for consultation and coordination of specific fields of work. They are :

- (a) Committee for Unesco Coupon Appointment;
- (b) Planning Committee for Unesco Associated Schools Project;

- () Guidance Committee for Korean Unesco Student Activities;
- (d) Advisory Committee for the Preparation of the Sources of Korean Tradition;
- (e) National Committee for UNISIST;
- (f) Committee for the Translation of Korean Literature; and
- (g) National Development Group for APEID.

The Secretariat, headed by the Secretary-General as chief of administration, is divided into five departments with some 122 Secretariat staff members.

The Secretary-General is recommended by the Executive Committee and appointed for a four-year term by the Chairman of the National Commission.

The Office of Planning and External Relations deals with matters related to formulation of policy and coordination of programmes and budget, research and analysis on documents communicated from Unesco, public information activities, international cooperation, preparation for sessions of the Unesco General Conference, and the operation of the National Commission's library.

The Department of General Affairs deals with matters related to management of facilities and equipment, legal matters, Unesco Coupon sales, and sales of books and periodicals by Unesco and the National Commission.

The Department of Education and Sciences is responsible for drafting and executing programmes in the fields of education, natural science and social science.

The Department of Culture and Communication is responsible for the formulation and execution of programmes related to culture and communication and publication of the National Commission's three periodicals : *Korea Journal*, *Revue de Corée*, and the Korean edition of *Unesco Courier*.

The Youth Centre deals with programmes, activities and organisations related to youth and students, out-of-school activities, and the fostering and coordinating of programmes and activities of the Korean local Unesco associations.

And now, I would like to deliver my statement by dividing it into five subjects as follows :

I. Publication of bulletins and information materials and sources

(1) *Korean Unesco News*

The Korean-language monthly newspaper, "Unesco News", inaugurated in 1964 by the Korean National Commission for Unesco, has broadened the awareness among Koreans of Unesco's activities and current world-wide trends in the fields of education, natural science, social science, culture and communication. The twelve page newspaper, with a circulation of 7,000, is distributed to concerned governments, research institutes and educational institutes, including primary and secondary schools, by the network of the twelve local Unesco associations.

(2) *Unesco Courier — Korean Edition*

In 1978, the Commission proudly launched another magazine project, the publication of the Unesco Courier in Korean edition. The magazine, with a current monthly circulation of 6,000 copies, is read by teachers, artists, scientists and journalists as well as the general public in Korea.

(3) *Korea Journal*

The Korea Journal, a magazine published monthly by the Korean National Commission for Unesco since September 1961, has been one of the very few English publications to print academically interesting and original articles related to Korean studies.

The current circulation stands at 3,500 per month, three quarters of which are distributed among about 145 countries. The major recipients and subscribers include Unesco, Unesco Regional Offices and Centres,

National Commissions of Member States, public and university libraries, institutes of Asian studies and individuals engaged in Korean studies.

(4) *Revue de Coree*

The French language quarterly, "Revue de Coree" which first appeared in 1969, mainly deals with aspects of Korean language, culture, history, education, science, and society. Its role is to facilitate cultural exchange between East and West and to promote international understanding.

As of December 1982, the magazine had published 55 issues, 2,000 copies for each quarter : 1,500 copies are distributed abroad, primarily to French-speaking countries, and 500 copies are for domestic distribution.

(5) *Social Science Journal*

In order to exchange research findings and share insights among Koreans and foreign scholars in the fields of the social sciences and encourage social scientists in other countries to take a professional interest in aspects of Korean studies, the commission has published the "Social Science Journal" as an annual publication since 1973. This journal, publishing 1,000 copies per year, is also distributed to all National Commissions and interested organisations and social scientists in Member States.

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(6) *Research Review on Youth*

The first volume of an annual Korean-language academic journal entitled Cheong Nyon Yon gu (Research Review on Youth) was published by the commission in 1978. This journal mainly deals with articles on youth in relation to psychology, education, sociology, history, etc.

The major recipients of this journal, 1,000 copies of which are printed annually, include social workers, youth leaders, researchers on youth, government officials dealing with youth problems, and others interested in youth problems.

(7) *Documentary Filming of Unesco Activities in Korea*

As a sophisticated vehicle to keep as many persons as possible informed of Unesco activities in Korea, the Korean National Commission for

Unesco produced a documentary film (technicolor, 16mm, 20 minutes running) depicting various aspects of the Commission's activities.

(8) *Filming of Korean Unesco Youth Centre Activities*

In 1982, the Korean National Commission produced a film on the Korean Unesco Youth Centre in order to disseminate Korean Unesco youth activities for the general public, and introduce for trainees the programme, objectives and use of the facilities of the Centre. The film is 16 mm. in colour, with a running time of 20 minutes.

(9) *Korean edition of Unesco works—some examples :*

1. Reality of Atomic Energy (1955)
2. Technical Assistance and Unesco (1959)
3. East and West—Toward Mutual Understanding (1964)
4. Encounters and Celebrations (1964)—Some Aspects of Mutual Appreciation of Eastern and Western Cultural Values
5. Education for International Understanding—Examples and Suggestions for Classroom Use (1962)
6. The Newspapermen's United Nations (1963)
7. The Universal Declaration of Human Rights—A Guide for Teacher (1964)
8. Web of Progress (1966)
9. The Activities of Unesco in Science and Technology (1966)
10. Unesco and Educational Planning (1966)
11. Africa Prospect (1967)
12. Programme and Budget for 1971-1972 (1970)
13. Source Book for Geography Teaching (1972)
14. An Introduction to Lifelong Education (1972)
15. Looking at Unesco (1973)
16. The Art and Man (1973)

17. Programme and Budget for 1975-1976 (1975)
18. Medium-Term Plan for 1977-1982 (1975)
19. Cultural Development—Experiences and Policies (1975)
20. World Problems in the Classroom (1975)
21. Learning To Be (1976)
22. Unesco-Club Manual (1976)
23. Rights and Responsibilities of Youth (1976)
24. The Present Situation and Trends of Research in the Field of Special Education (1977)
25. Moving toward Change (1978)
26. Trends in Environment Education (1979)
27. Man and Biosphere Series (12 volumes) (1979)
28. Many Voices, One World (1981)
29. Suicide or Survival (1981)
30. Biology and Ethics (1981)
31. Roads to Reading (1982)
32. Unesco : What it is, What it does; How it works (1982).

(10) Organisation of Exhibitions—some examples :

1. World Children's Art exhibition (1955-1980)
2. Unesco travelling exhibition of "Leonardo da Vinci" (1955)
3. Unesco travelling exhibition of "water colour reproduction of painting" (1962)
4. Unesco travelling exhibition of "Painting prior to 1980" (1964)
5. Unesco travelling exhibition of "Painting from impressionism to 1910" (1966)

6. Unesco travelling exhibition of "Painting from 1900 to 1925" (1966)
7. Travelling exhibition of "Painting from 1910 to 1965" (1969)
8. Travelling exhibition of "Centennial Impressionism" (1974)
9. European art book exhibition (1975)
10. Photo exhibition of "Image of Asian" (1976)
11. Photo exhibition of "Art of Africa" (1977)
12. Photo exhibition of world children (1978)
13. Comparative exhibition of children's book between Germany and Korea (1979)
14. Unesco travelling exhibition "Arts of Oceania" (1980)
15. Travelling Photo Exhibition of "Children of Asia" (1981)
16. Unesco Travelling Arts Exhibition of "The Arts of Latin America" (1981).

(11) The establishment of documentation centres by the Commissions

The Commission has operated its library as a documentation centre since 1965. The library resources of the Commission, now comprising approximately 8,000 volumes, are made available to the public in order to further the work in Unesco's fields of competence.

The library collects not only Unesco publications but also selected publications from the United Nations, its Specialised Agencies, governmental and non-governmental organisations and relevant titles from private publishers. In 1980, a strong effort was made to strengthen its reference service to function as a documentation centre for international organisations. As a part of this change, the library began distributing "Library Service", a monthly bibliography of recently acquired books and reports, to institutions, government organisations, scholars, and other interested individuals.

(12) The establishment of Unesco Clubs

1. Korean National Federation of Unesco Clubs and Associations

A Korean National Federation of Unesco Clubs and Associations has been formally established. The Federation is the outcome of this country's long and enduring efforts to promote Unesco activities, and disseminate Unesco ideals for world peace and intellectual cooperation by voluntary action on the part of the Korean public.

The Federation held an establishing meeting on 28 October, 1982 at the Korean Unesco Youth Centre in Ichon with 90 representatives in attendance from each local association in Korea, elected the Executive Members, discussed ways of future promotion of activities and reviewed the articles of the constitution.

The Federation will function as the core body for promoting and popularising Unesco ideals through collaborating and exchanging activities with concerned organisations of Korea and other countries.

2. Korean Unesco Student Association (KUSA)

Since its inception in 1965, the Korean Unesco Student Association (KUSA), including 10,000 students from 62 universities and colleges, has striven to provide its members with an understanding of Unesco and its ideals. KUSA has attempted in recent years to play a key role in national development programmes and has acted as a channel for constructive and responsible youth activity. In particular, the last decade of KUSA activity, under the banner of the "New current" movement, has provided college youth with desirable programmes for student activities on campus and in the community.

As the number of members increased and the activities became more varied, the structure of the association was reorganised in order to achieve its aims more effectively and reinforce its functions and programmes.

II. Some examples of programmes and Activities of the Korean National Commission

- (1) Study on Implementation of the Recommendation concerning the Development of Adult Education**

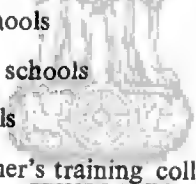
- (2) Study on Bronze Tradition
- (3) Publication of the Brochure : What is Unesco ;
- (4) The Comparative Study on Community Development
- (5) Study on the Implementation of the Recommendation on Education for International Understanding
- (6) Socio-Cultural Research on the Relationship between Architectural Design and Way of Life
- (7) Study of Historic City—Kyungju
- (8) Study of Prehistory in Korea
- (9) Study of Modernisation of Korean Language
- (10) International Export Meeting on Social Indicators of the Role and Changing Condition of Children in the Development Process
- (11) Study of Women and Cultural Values
- (12) Study on Civilizations related to Rice Cultivation
- (13) Study for the Establishment of New Biosphere Reserves in the Republic of Korea
- (14) Publication of Korean version of the brochure “Unesco : What it is, What it does, How it works”
- (15) International Symposium on the Relation between Artists, Creative Workers, Media professionals and the Cultural Industries
- (16) Study on Improvement of the Coordination of Formal and Non-formal Education as a means of Enhancing Involvement of Women and Youth in Rural Development
- (17) Analytical Survey of the Unesco Coupons Programme in Korea
- (18) Meeting on the Promotion of the Unesco Coupon Programme and Public Importation Activities in Asia
- (19) Training Seminar for the Leader of Local Unesco Associations in Korea

- (20) Country Report on Teaching and Research in Economics in the Republic of Korea
- (21) Second Conference of the Association of Asian Social Science Research Council (AASSREC)
- (22) Seminar on Social Science Research and Policy in Korea
- (23) Seminar for Indigenisation of Research Approaches in Korean Social Science
- (24) National Training Course for Communication Professionals and Highly Qualified Personnel
- (25) Organisation of Unesco-School for Youth Workers
- (26) Organisation of Civic Courses on Unesco's Ideal and its Activities
- (27) National Seminar on Higher Education Policy in Korea
- (28) National Seminar on the Development of Special Education
- (29) Training Courses for New Secretariat Members of the Korean National Commission for Unesco
- (30) Regional Seminar on the Development of the Associated Schools Project
- (31) National Seminar for the Development of Training Programmes for Graphic Design in Korea
- (32) Study of Conceptions of the Environment and the Quality of life in the Developing Context
- (33) Study on the Effects of Industrial Development on the Vegetation and Human Life in the Ban Wol Area
- (34) The Establishment of National Inventories and Catalogues of Cultural Properties and Classified in National Museum in Korea
- (35) Interdisciplinary Study on the Sociological Implications of Industrialisation in Korea, Focusing on the Change in Social Stratification

- (36) Preparation of Information Materials and Research Aids on Cultural Properties of Korean Origin
- (37) Study on Methodology in the Humanistic Sciences
- (38) Basic Study on Perception of Science and Technology in Korea
- (39) Study of Women in Modern Occupations
- (40) Study on the Improvement of Philosophy Teaching in Korea

III. The extension and development of Associated Schools

In 1961, four schools in the Republic of Korea, for the first time, participated in the Unesco Associated Schools Project. In 1966, 13 more schools joined the Project. There are now 34 Associated Schools in this country classified by level as follows :



Primary schools	7
Junior high schools	5
High schools	18
Junior teacher's training colleges	4

The Commission's major activities on the Project are :

(1) *Meetings of Associated Schools*

The Commission holds meetings of Associated Schools at national level in order to exchange experiences of the project among Associated Schools in this country and explore ways of promoting and developing the project.

(2) *Publication of materials on Associated Schools*

The Commission has published materials on the project, such as the two major titles being the *Guide to International Understanding Education*, (in Korean) *International Understanding in Schools*, and *Education for International Understanding*.

(3) *Regional Seminar on the Development of the Unesco Associated Schools*

The Commission held a Regional Seminar in 1981 in Seoul with a view to reviewing and analysing of experiences related to education for international understanding, and exploring of new ideas, strategies and approaches to bring about the expansion of education for international understanding. The participants came from Bangladesh, Indonesia, Japan, Malaysia, Nepal, Pakistan, the Philippines, Sri Lanka, Belgium, Thailand and the Republic of Korea. Five observers from the United States, Sri Lanka, Nepal and Thailand also attended the seminar. The report was published in English, and included the edited country reports.

IV. International Exchange

(1) *Number of experts, consultants and fellowship holders from Unesco, Member States and International Organisations during last decade (1970-82)*

Sector Year	Education	Social Science	Natural Science	Culture & Communi- cation	Youth	Others	Total
1970	8	0	4	2	41	4	59
1971	14	0	3	4	90	34	145
1972	21	3	4	38	42	8	116
1973	42	28	5	1	71	18	165
1974	20	1	5	10	61	19	116
1975	10	2	47	0	48	4	111
1976	37	3	28	11	28	11	118
1977	36	3	9	3	84	10	145
1978	13	8	25	2	61	31	140
1979	32	13	14	2	42	33	136
1980	33	4	12	1	9	32	91
1981	40	5	17	8	52	15	137
1982	24	3	22	17	42	12	120
Total	330	73	195	99	671	231	1,599

(2) Staff Exchange Programme among National Commissions

The Korean National Commission for Unesco initiated the staff exchange programme in 1969 in order to give secretariat members an opportunity to share experiences and obtain a better understanding of the operation and activities of other National Commissions in and outside of the region.

During the last decade, this National Commission has carried out this programme in close collaboration with the National Commissions of Japan, the Philippines, Thailand, Singapore, Australia, New Zealand, Denmark and the Federal Republic of Germany and its result was satisfactory to both this National Commission and its counterparts in the respective countries.

Encouraged by the above mentioned experiences, this National Commission expanded this programme into an inter-regional level by initiating a similar programme this year with the National Commissions of Malaysia, Indonesia, the Philippines, Japan and Australia under Unesco's Participation Programme.

The following figures show the number of secretariat members of National Commissions who participated in this programme.

Staff Exchange Programme among National Commissions

Country	Number of foreign participants who visited the Korean National Commission	Number of Korean participants who visited other National Commissions	Year
Japan	27	30	1969-82
Philippines	13	19	1972-82
Thailand	11	18	1972-82
Singapore	1	1	1976
Australia	1	2	1978-82
New Zealand	2	2	1977-82
Denmark	1	4	1980-82
Germany	1	4	1980-82
Total	57	80	

V. Unesco Coupon Scheme

Unesco inaugurated the Unesco Coupon Scheme in 1948, as an international currency system, in order to eliminate the difficulty of obtaining foreign currencies in countries where they are not readily available, to facilitate the foreign purchase of academic publications, scientific equipment, and educational films, thereby contributing to the development of education, science and culture among its Member States.

Korea joined the Unesco Coupon Scheme on 5 August, 1961. Since then, the National Commission has been allocating Unesco Coupons annually within the ceiling fixed by the government to help national educational, scientific, and cultural organisations to import academic publications and scientific equipment from abroad.

In order to allocate Unesco Coupons in a more effective manner, the Commission established the Committee for Unesco Coupon Apportionment as a special organ within its structure.

Since its establishment in 1961 until December 1981, the Committee had met in 239 sessions.

The Unesco Coupon Scheme not only facilitates the introduction of foreign publication and scientific equipment to Korea but also helps the Commission to obtain a major source of revenue through the handling charge accrued from Coupon allocation.

In 1981, a Regional Meeting for Cooperation of Unesco Coupon Scheme Activities in Asia was also held in Seoul organised by this National Commission.

During 1980 and 1981, allocation of Unesco Coupons was as follows :
(Unit : US dollar)

Year	Books and Periodicals	Scientific Equipment	Total
1980	2,392,581.87	6,870,170.89	9,262,752.76
1981	2,317,016.12	6,025,493.71	8,342,509.83

VI. Lastly, concerning the follow-up actions on CASTASIA II and Mexico Conference on Cultural policies of last year, I would like to introduce some examples of programmes of the Korean National Commission under progress :

- (1) Strengthening and expanding of Korean Traditional Music Recital Series Programme (4 times a year)
- (2) Regional Workshop on Forecasting of Scientific and Technological Manpower Requirement
- (3) Consultative Meeting for the Inter-Regional Cooperation of Science and Technology between Asia and Africa
- (4) Regional Expert Meeting on the Study of Cultural Indicators and Statistics in Asia
- (5) Publication of Scientific and Technological monthly "Impact"
- (6) Publication of a Series "Source Book on Korean Tradition"
- (7) National Workshop on Environment and Energy Education in Korea
- (8) Establishment and Implementation of *Five-Year* Research plan for the return of Cultural Heritages of Korean origin abroad to its country of origin.

Taking this opportunity, I am pleased to inform the meeting that the Korean National Commission intends to sponsor an international training course for personnel engaged in rural development through Unesco's programme in collaboration with the related leading institutes in Korea.

In connection with this programme, we are going to increase our effort to provide our experiences, knowledge and facilities to other Member States which are in urgent need of them. In the same context, we invite the industrialised countries to do the same for us and other developing countries. We think that Unesco is one of the most suitable organisations to serve as a channel among nations in this field of activities.



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NEPAL

Country report on the activities of the National Commission for Unesco

Brief History

In the year 1953 Nepal became a member of Unesco. An Interim Committee was formed in 1954 to serve as Nepal National Commission for Unesco. This committee served for nine years. In the year 1963 Nepal National Commission for Unesco was formed in the Ministry of Education. Its first assembly was inaugurated in the year 1964. Since then, this Commission is actively participating in the Unesco sponsored international, regional, sub-regional, national level meetings, seminars, and workshops etc.

Membership/Programme

The Executive Committee of Nepal National Commission for Unesco nominates its members from amongst distinguished experts (governmental, non-governmental and individual) in the field of education, science, culture and communication for a term of four years. The members are assigned to one of the Committees for education, science, social science, culture and communication. The Chairman of each group automatically becomes a member of the Executive Committee.

Each Committee forms its sub-committees to work and advise the Executive Committee. In this sub-committee, experts of the respective fields and individuals can be members. The sub-committee prepares

draft programmes and budget which are discussed and approved by the General Conference of Nepal National Commission for Unesco.

The Nepal National Commission is at present studying the Draft Regional Programmes of ROSTSCA with a view to identifying programmes of national priority.

Follow-up action on the recommendation of CASTASIA II Conference

In Nepal, following the CASTASIA II conference, a number of measures has been taken towards strengthening the national science and technology capability and the integration of science and technology development with national development.

His Majesty King Birendra Bir Bikram Shah Dev has recently founded the Royal Nepal Academy of Science and Technology. His Majesty is the chancellor of the newly constituted Academy. The foundation of the Academy is another determined effort to develop S and T infrastructure to provide an effective mechanism for S and T to be used as an instrument for development, planning and implementation.

During the current Sixth Five-Year Plan period, there has been a concerted effort for an effective application of science and technology in various sectors of the economy primarily aimed at fulfilling the basic needs of the people and generating gainful employment opportunities for the rural mass through the mobilisation of local resources and skills.

There is a growing concern to establish and promote a closer relationship between the productive sector and the R and D bodies and also to get the productive sector to involve in adaptive research wherever feasible. Greater emphasis is being laid to gear research and development activities aimed at enhancing the productivity of the production sector and also to provide appropriate S and T solution to the local problems. Accordingly, efforts are underway to enhance R and D capabilities in consonance with the needs of the productive and service sectors.

In the education systems plan, considerable stress has been given to the S and T education and in including them as an integral part of the primary and secondary education. Similarly, nutrition and health education also forms a part of school education. However, the present facilities for teacher education, curriculum development and development of laboratory instructions are all very inadequate. Attempts are being made to alleviate the deficiencies and enforce an effective S and T education programme. Some science education materials are being supplied to the schools. Teacher's guide for science and health education are being prepared. Similarly, from time to time, radio programmes on science education material are broadcast for science teachers.

In addition, technical schools are being established for training basic middle-level skilled man-power. Three of such schools are already in operation and eleven more are to come within the current Sixth Plan period. In the engineering education, the importance of S & T in relation to economic development, social transformation and human progress has been incorporated and as far as possible, due regard is paid to adopt technologies relevant to the needs of the country. Knowledge is imparted on various alternative technologies so that the students are able to select the desired solution to techno-economic problems. However, courses on topics like technological assessment and information on relevant case studies are yet to be incorporated.

It is well recognised that instrumentation and standardisation play an essential role in most fields of scientific and technological activities. The Institute of Standards has been preparing and adopting standards including those concerned with structures, commodities, materials, practices and operations. The Institution does take into consideration the regional standards and practices in this regard. Efforts are also being made to promote access to and acceptance by industries of standards and testing services.

The Department of Mint and Metrology, has preserved the standards of mass and length and also implements the legal aspects in this regard. Meanwhile, measures are underway to install the facilities required for maintaining standards for time, temperature and electrical parameters.

Regarding instrumentation, the facilities in the country for the repair, servicing and maintenance of scientific and laboratory equipment are rather poor. As a result, much of such equipments tend to remain under utilised or unutilised for want of simple repair and maintenance. Establishment of an instrument repair cum maintenance and service centre has already been proposed and necessary action is being taken for such an establishment and also for training necessary man-power for it.

The various government departments as well as other institutions and organisations including the Tribhuvan University hold S and T information in their Libraries and Documentation Units. With the realisation of the need for exchange of such S and T information network within the country has been proposed. It is envisaged that in such a system, the existing units will participate as active elements in the system and one of them acting as a focal point for collection and dissemination of S and T information from both within and outside the country.

Such a national system, it is believed will greatly facilitate the active participation in the regional S and T information network.

Areas for Regional and Sub-regional Cooperation

Science and Technology Services

- (a) Establishment of S and T information Exchange Network
- (b) Standardisation and Metrology
- (c) Regional/Sub-regional Sophisticated Equipment Services Centre
- (d) Sub-regional Instrumentation Centre
- (e) Integrated Mountain Development Centre.

R and D Activities

- (a) Establishment of R & D capabilities in the various fields of biotechnology

- (b) Development of Renewable Energy Sources
- (c) Water Resources and Hydrological Programmes
- (d) Agriculture and Food Sciences
- (e) Rural and Village Technologies.

Education and Training

- (a) On new technologies like : Micro-processor; Remote sensing; Bio-technology, New and renewable sources of energy
- (b) On Instrumentation and Metrology
- (c) On S and T Information System
- (d) On Water Resources
- (e) On Medicinal Plants.

Concerning Mexico Conference on Cultural Policies

Nepal is rich in Cultural tradition and heritage. We agree that cultural dimension should also be given due attention in the developmental efforts. In this context, we fully endorse the principles of Mexico city Declaration on Cultural Policy, specially that on cultural identity, which is aimed at promoting the creative affirmation of identities and the mutual enrichment of cultures. The other on "Cultural Heritage" aimed at the studies and making inventories of immovable and movable cultural heritage as well as safeguarding of the immovable, preservation and presentation of the movable ones. Similarly, the programmes dealing with inventories, collection of studies of non-physical heritage as well as training of specialised personnel to carry out these programmes are of equal interest and significance to our context. His Majesty's Government of Nepal has currently expanded the Ministry of Education into Ministry of Education and Culture in order to give due attention to the preservation of cultural identity and cultural development and to restrengthen the relationship of culture with education, science and communication.

Substantial efforts are being made with respect to planning, administration and financing of cultural activities. Over and above this, the Ministry is actively involved in formulating a comprehensive cultural policy document, suited to the current needs and the aspirations of the people. Once this vital policy documents are finalised and approved, it will help to integrate the cultural dimension into social and economic development plans and strategies and thereby set these plans within the historical, social and cultural context of the country. The World Conference on Cultural Policies held in Mexico City was quite a recent event. Much has yet to be done towards the full scale implementation of the various vital recommendations. The Medium-Term Plan for 1984-89 has incorporated various recommendations along the spirit of the Mexico Conference.

At this stage, however, we would like to indicate some areas where Nepal would like to place high priority for regional or sub-regional cooperation.

1. *Regional Support for Kathmandu Valley Master Plan*

Nepal gives high priority to this plan and has requested the Director-General of Unesco to further strengthen international appeal. Various regional countries such as Afghanistan, Pakistan, Thailand, Sri Lanka, Vietnam have their own monuments in the world cultural heritage lists. Regional cooperation in the field of conservation techniques, exchange of information and the training of specialists including laboratory technicians would be of immense value in this regard.

2. Regional programme for the production and restoration of cultural heritage-both physical and non-physical.
3. Training Centre for work involving cultural activity by establishing a network of Associated Centres could be of immense value to this region.

4. Needs of regional programme for the Documentation Centre for dissemination and exchange of cultural activities in the region.
5. This meeting should also focus on the following recommendations : 130, 131, 132, 140, 142, 143, 144, 147, 148, 159, 165, and 166 which will assist us in designing proposals on regional cooperation.



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PAKISTAN

Country report on the activities of the National Commission for Unesco

Pakistan became member of Unesco in 1949 and the Pakistan National Commission for Unesco was set up in 1977 and it was re-organised in 1978. The Commission has its own Secretariat in a separate building and its staff which remains a part of the Ministry of Education. The work of the Commission is carried out by 4 sections namely, education, science, culture and social sciences, and co-ordination including budget, administration etc. In order to implement Unesco programmes more effectively, Provincial Sub-Commissions have been established in each province headed by the senior most officer of the Provincial Education Department.

The Commission co-ordinates Unesco activities in close collaboration with the Ministry of Culture, Sports, Tourism and Youth Affairs, the Ministry of Science and Technology, the Ministry of Information and Broadcasting, the universities, research centres and institutions. Scholars, teachers and students are also associated in making an effort to achieve the goals of Unesco.

Education

Collaboration between Unesco and Pakistan has continued to grow in the field of education in recent years and Pakistan has participated in almost all the activities including Educational Planning and Management, Curriculum Development, Teacher Education, Population Education, Book Development etc. organised by Unesco and its Regional Offices,

In accordance with the work plan of Unesco, about 20 Centres from Pakistan have been designated as Associated Centres of the Asian Programme of Educational Innovation for Development (APEID) which is being implemented by Unesco Regional Office in Asia, Bangkok. These Centres have organised several national and international seminars in various disciplines of education in collaboration with Unesco under this programme. Pakistan is also participating in the Higher Education Programme recently developed in a meeting held at Singapore and about 12 institutions have been nominated for participation in this programme.

Under APEID and other programmes of Unesco, Pakistan has prepared several case studies in various disciplines of education. Under the aegis of Unesco Regional Office for Book Development, Karachi, several programmes have been formulated for the promotion of book development, particularly in the field of promotion of reading habits, production of children's books, preparation of manuals and guide-lines for the writers and editors of books and textbooks. The Commission, in collaboration with the Regional Office, has organised a few exhibitions of Unesco publications at important cities in Pakistan.

For the promotion of international understanding and peace, Pakistan is participating in two projects of Unesco namely, Unesco Associated Schools Project and Unesco Clubs. About 51 high schools from all over Pakistan are participating in the project. Some of the schools have been internationally recognised for their meritorious work in the promotion of activities of this project.

Science

In the field of Science and Technology, Pakistan's participation in Unesco sponsored activities at regional and international level is on the increase. By the end of 1982, we had participated in almost all the regional level activities and at international level our participation was more than fifty per cent.

Research and other activities in the field of Science and Technology within the country have also increased substantially. Our professional as

well as general universities alongwith other research organisations such as Institute of Oceanography, PASTIC, PCSIR, Institute of Marine Sciences, Hydrocarbon Development Institute of Pakistan, Irrigation Research Council, and Centres of Excellence in different disciplines of science have been conducting Unesco sponsored activities from time to time.

All these institutions are preparing detailed plans for submission to Unesco in the light of the Medium-Term Plan 1984-89. We hope to generate a lot of activity with the assistance of Unesco in the field of Science and Technology in the coming years.

We are now starting a regional-level post-graduate course on Water Resources Management at the Centre of Excellence on Water Resources Management, University of Engineering, Lahore, from this academic year for which Unesco has very kindly agreed to provide US \$ 10,000/- yearly.

Pakistan National Commission for Unesco has formed six Science Committees for collaboration with their international counterparts :—

- (i) Man and Biosphere (MAB).
- (ii) UN International Science and Technology Information System (UNISIST).
- (iii) Engineering Education.
- (iv) International Hydrological Programme (IHP).
- (v) International Geological Correlation Programme (IGCP).
- (vi) International Oceanographic Commission (IOC).
- (vii) Chemistry Industry Inter-action (Committee being constituted).

These Committees are functioning under the overall supervision of National Commission and Secretary-General of the Commission has also been nominated as co-convenor of all the six committees in order to

activate the committees further. These committees have been given the task to study the Medium-Term Plan 1984-89 and submit their proposals and projects to gear up professional activities in Pakistan under the Plan.

But the difficulty is again that of funds. Funds are needed to establish a small and modest secretariat for each of the committees and for holding the meetings which are very much needed to discuss programmes and take decisions and implement them. We have been requesting every Unesco expert on one or the other subject of the committees to make available to us small amount of financial assistance to activate the committees. The importance of these committees cannot be over-estimated and it would be a big achievement if information on this point is exchanged between National Commissions and a joint request is made to Unesco to ear-mark some funds for the national committees of the developing countries who cannot meet their expenditure from their meagre resources. A formal request from Pakistan has already been made to Unesco.

Special place has been given to Engineering Education in consonance with Medium-Term Plan. The major programmes devoted to the relationship between the advancement of science and technological progress and human need and aspirations have also been circulated to all the concerned organisations to have them properly implemented in Pakistan.

Comments on CASTASIA II recommendations are attached separately.

Social Sciences

In the field of culture and social sciences, Pakistan has been participating in almost all important meetings and conferences, including the Second World Conference on Cultural Policies held in Mexico in 1982 to which the Pakistan Delegation was led by the Minister for Culture.

The recommendations of the World Conference have been incorporated in the Medium-Term Plan for 1984-89. The follow-up action will commence in right earnest after the General Conference of Unesco.

The National Commissions of the Member States must have noticed that apart from the various commendable recommendations made on humanitarian grounds with great emphasis on the understanding of the cultures of various peoples by mutual exchanges of different kinds, determination to end racial and colour discrimination, assistance to the refugees, creation of an atmosphere favourable to peace, security and disarmament, combating aggression through peaceful means, restitution of cultural property etc. the identity of nations and their culture has been greatly stressed as against the previous trend of diffusion of cultures. I think, it is one of the foremost duties of the National Commissions to keep in view this principle of identity which is of paramount importance for the independence and development of different peoples. Besides the normal and routine programmes of Unesco, meetings of the National Commissions at the regional and international levels should be periodically held under the auspices of and with the assistance of Unesco for evolving definite modes and means to promote preservation of the cultural identity of peoples. It should not remain something vague but must play a strong role alongside other efforts to enhance mutual understanding of peoples. This understanding can best take place only if the different participating peoples are viewed through their own cultures and are allowed to present their cultural identity and cultural independence to others through cultural projection. We have yet to see what form the Medium-Term Plan will take in practical follow-up of the recommendation in this regard.

As regards the various activities being coordinated by our Commission, I may briefly go through them.

The great task of preservation of the monumental site of Mohenjodaro has been undertaken jointly by Unesco and Pakistan Government. But the International Trust Fund established for the purpose has not been able to raise sufficient funds. So far, we have received only a small financial assistance of 0.2 million US dollars. In fact, the financial brunt has so far been borne by the Pakistan Government which has spent millions of rupees on this gigantic task. We are grateful to the Unesco Chief for having launched a fresh appeal to the world on the site for funds and donations to help this great relic of a great ancient civilisation. A measure

of success has been achieved in the task of preservation. The National Commissions of Member States can contribute towards the effectiveness of the Unesco appeal.

Pakistan has submitted a list of more than twenty cultural sites and monuments for inclusion in the World Heritage List, out of which a few have already been included in the Sixth Session of the World Heritage Committee. A few natural sites have also been documented and submitted to the World Heritage Committee.

Preservation of heritage is a human duty and the National Commissions are requested to exchange information in this regard from time to time.

The restitution of cultural property is as important as difficult. Unesco is making efforts but since the robbed cultural property is in the hands of powerful and influential nations, it is not possible for the developing but culturally rich countries to get back their heritage unless Unesco takes effective measures also because the property is in possession of the nations most of whom are not signatory to the Conventions on the subject and have no intentions of returning it to its owners.

Oral Tradition or the Invisible Heritage as it is called is another important subject. Collection and documentation of Oral tradition needs a lot of assistance from Unesco and from national resources. The National Institute of Folk and Traditional Heritage has prepared a 10-year programme and there is also Pashto Academy running an Oral Tradition Cell in Peshawar University with its meagre resources and has requested Unesco's assistance which is not forthcoming.

The Pakistan National Council of the Arts, the NIFH, Provincial Art Councils, National College of Fine Arts, Lahore, and some other institutions are engaged in cultural activities of various kinds.

We have also been regularly participating in the co-production of Cultural Kits undertaken by the Asian Cultural Centre for Unesco, Tokyo. Some kits have already been completed and the next kit is going to be co-produced on the subject of "Museums" as has been decided in the Sixth Experts Meeting held in Tokyo last month.

Our National Commission has also been instrumental, in a modest degree, in the coordinating work on physical education, youth affairs and drug abuse control in collaboration with concerned national and international agencies.

PNCU Publications

Pakistan National Commission has printed a brochure of an informative kind with the objective of acquainting the people with Unesco activities and the coordinated role of the Commission. The Commission has planned to publish anthologies of prose and poetry in Urdu and regional languages. One anthology on Urdu Ghazal has already been published. The plan to publish 7 monographs on various subjects is in progress. Three monographs have been completed. The Commission is also publishing a monthly bulletin regularly from its own resources. Concerning social sciences, it may be said that status reports on philosophy, political science, psychology, economics etc. have been written by Pakistani scholars and submitted to Unesco. Leaving out a number of activities which we are coordinating or conducting, we now turn to Science and Technology and say a few words in this regard. Apart from coordinating Unesco science activities in collaboration with the Ministry of Science and Technology and other concerned institutions and research centres like the PCSIR, the PASTIC, the PARC, the Institute for Marine Sciences etc. we are participating in a small way in the courses and seminars of the International Centre for Theoretical Physics and similar other International Centres. The difficulty which may be in common with other developing countries, is that of expenses. It is very rare that these institutions meet the travel cost and other expenses. On account of this, the participation is poor because neither the Government nor the concerned national sponsoring agencies are in a position to fund participation. Unesco may like to look into the difficulty and extend a helping hand.

Communication

In the field of communication, Pakistan has recently made a breakthrough with Unesco and a few projects for seeking Unesco assistance for Pakistan Broadcasting Corporation, Pakistan Television and Journalists Institute have been submitted to Unesco. A Regional Seminar on Communication Development is also being held in Pakistan this year.

Library and Documentation

We have recently re-organised our Documentation Centre for which our Deputy Secretary-General (Science) has attended a special course in the field at Bangkok. We have started regular work of dissemination of information on Unesco activities to all concerned organisations as well as institutes and replies to their queries are also made in order to encourage their participation in Unesco programmes.

We have a library which contains more than four thousand books. It is extensively used by scientists, educational planners, administrators, research scholars, teachers and students. Library receives 32 periodicals from different organisations on Unesco activities every month.

Besides that, we are adding books worth Rs, 10,000/- every year to our library and are endeavouring hard to make our Documentation Centre a real Information Centre for the sub-region on all Unesco publications.

PNCU Bulletin

The Bulletin of the Pakistan National Commission for Unesco was first published in 1978 for the dissemination of information on Unesco activities in the fields of its competence. It is a monthly publication in English and two thousand copies are published for free distribution every month. It contains eight pages and includes articles from Unesco features, News bulletin and Courier as well as articles written or published by local experts on Unesco's programmes in Pakistan. Its purpose is to make known the aims and objectives of Unesco to the universities, institutions, scholars,

teachers and students. The Bulletin is being more and more appreciated and highly commended for its utility in dissemination of Unesco's role and activities.

Unesco Coupons

The Unesco Coupons Scheme has been of immense help and assistance to most of the Member States, especially, the developing ones including Pakistan. The Commission disseminates the necessary information through a number of media i.e. Unesco Coupons Pamphlets (English/Urdu version), monthly Bulletin and letters to the important institutions which are supposed to need and make use of coupons.

Efforts have been made to distribute and circulate the above mentioned information material as widely as possible. Awareness regarding the programme, its importance and the facilities it provides has been gradually growing in most of the institutions and individuals.

The Commission also constitutes the authority for issuing Custom Exemption Certificates for educational, scientific and cultural material purchased from abroad either through Unesco coupons or otherwise by the cultural and educational institutions or even individuals. The number of coupons Pakistan has been utilising up to 1978 is insignificant, amounting to generally 30,000 to US \$ 40,000. The amount now has been increased to US \$ 500,000. It is a matter of great satisfaction that we are meeting the requirements of the main beneficiaries of the Unesco Coupons Programme.

Suggestions for Cooperation between National Commissions in the Sub-Region

The need for holding sub-regional meeting of the National Commissions was felt and expressed in a number of meetings at different places. The credit goes to the Indian National Commission for organising this important meeting for formulation of proposals for further cooperation in the sub-region. This step is in right earnest for collective participation in

Unesco's programmes and particularly in the context of greater mutual understanding. A few suggestions are listed below for consideration of the meeting :—

- (a) Positive efforts should be made to increase the mutual contacts between the National Commissions in the sub-region for which substantial financial provision should be made in Unesco's future budgets. Mutual and collective benefits would accrue from such contacts.
- (b) Bilateral exchanges of documentation concerning the work of the National Commissions in the sub-region. This would be an essential step leading to mutual inspiration and stimulation.
- (c) Joint production of a bulletin of the sub-region just like the bulletin "Unesco-Asia".
- (d) Exchange of visits of representatives of National Commissions in the sub-region.
- (e) The net-work of Associated Schools and Unesco Clubs could provide ample opportunity for exchange of information, scholars and material.
- (f) The sub-regional conference should be held frequently and important issues of Unesco should be discussed to formulate recommendations on various programmes of Unesco.
- (g) Collective Consultation on Medium-Term Plan and other important matters before the General Conferences of Unesco.

Cultural Proposals

- (i) National Commissions of the sub-region may undertake through their respective cultural organisations to co-produce Cultural Kits on themes to be mutually agreed upon. This programme would

be in addition to the Cultural Kits Coproduction programme of the Asian Cultural Centre for Unesco, Tokyo.

- (ii) The Folk Arts institutions of the countries of the sub-region may keep in contact with one another and regularly exchange information on their respective activities.
- (iii) The National Arts organisations of the sub-regional countries or countries of the region may, through their respective National Commissions formulate such proposals and programmes as may enhance the understanding of one another by presenting and strengthening the cultural identity of the respective countries of the sub-region or the region.


Comments on the Recommendations of CASTASIA II

Recom- menda- tion No.	Title of Recommendation	Comments
1	2	3
1.	Key areas in Research and Development.	In Pakistan, the Ministry of Science and Technology is to coordinate Unesco activities for implementation of this recommendation.
2.	Science, Technology and the Productive Sector.	This recommendation pertains to the R and D organisation and the Pakistan Engineering Council. Their comments are being invited by the Ministry of Science and Technology and line of action will be finalised accordingly.

1	2	3
3. Promotion of Scientific and Technological Development.	Work of promotion of scientific and technological development in Pakistan is being done by the M/o Science and Technology through R and D and Promotional Organisations. Unesco assistance in this regard will be welcome.	
4. Training and research in the field of Science and Technology policies.	The Ministry of Science and Technology is in urgent need of training facilities in the fields of Management and Policy Making in Science and Technology.	
5. Exchange of information relevant for policy making and planning in the field of S and T.	The Ministry of Science and Technology is responsible for S and T Policy making in Pakistan. Similar agencies in other countries will be welcome to exchange information with this Ministry on the subject of Planning Policy in S and T.	
6. Science, Technology and Development Planning.	This aspect is being given due consideration at the national level in Pakistan in the preparation of the 6th Five-year Plan (for 1983-88).	
7. Integration of Science and Technology in Development.	Feasibility studies proposed to be conducted by Unesco under this recommendation will be welcome. The Ministry of Science and Technology will coordinate action in this regard.	

1	2	3
8. Forecasting of S and T manpower requirements.	Unesco should give priority to assisting the developing countries for implementation of this recommendation. From Pakistan, the Ministry of Science and Technology will coordinate the action.	
9. Science and Technology Education.		
10. Education and training of engineers and technologists.		
11. Scientists and Technologists in Education.		
12. Training of middle-level technicians.	This concerns Ministry of Education.	
13. Out-of-school education in S and T.	ATDO under the Ministry of Science and Technology is pursuing measures in Pakistan for taking benefits of science and technology to the rural areas (small scale industries). Unesco support in this regard will be welcome.	
14. Fields of critical importance.	We are willing to fully cooperate with Unesco for implementation of this recommendation—Ministry of Science and Technology will coordinate.	

1	2	3
15. Policy objectives and fields for regional cooperation in S and T.	We endorse this recommendation.	
16. New Technologies.	Unesco should provide training facilities in the new technologies suited to the developing countries of this region on a priority basis.	
17. Giant Equatorial Radio Telescope.	It pertains to function of SUPARCO and Ministry of Information and Broadcasting.	
18. International Centre for Integrated Mountain Development in Nepal.	Establishment of this Centre is noted. The PNCU Committee on M and B is to coordinate its activities.	
19. Exchange of S and T information.	We fully support this recommendation.	
20. Instrumentation and Standardisation.	We fully support this recommendation.	
21. Scientific Journalism.	This is an important area which needs proper attention in Pakistan. The Ministry of Science and Technology will welcome Unesco assistance in this regard.	
22. Financing of S and T programmes.	The developed countries should enhance their financial support for research projects in S and T in the regional developing countries.	

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SRI LANKA

Country report on the activities of the National Commission for Unesco

Sri Lanka welcomes the activities undertaken by the Indian National Commission for Co-operation with Unesco with a view to strengthening sub-regional co-operation amongst National Commissions.

The National Commission

The Sri Lanka National Commission for Unesco has a membership of over forty persons representing all universities in the country, Ministries connected with Unesco activities, intellectuals and eminent persons from minority groups and religious denominations. The functions of the Commission are :

- (a) to co-operate with the Government and with the services, organisations, institutions and individuals concerned with questions within Unesco's competence.
- (b) to encourage participation of national, governmental and non-governmental institutions and various individuals in the formulation and execution of Unesco's programmes so as to secure for the organisation all the intellectual, scientific, artistic or administrative assistance that it may require.
- (e) to disseminate information and to obtain the co-operation of the people of Sri Lanka with regard to Unesco's objectives, programmes and activities.

- (d) to undertake, on its own initiative, other activities related to the general objectives of Unesco.

There are eight sub-commissions comprising members appointed by the Executive Board of the National Commission and the Chairman of each sub-commission. The subjects covered by the sub-commissions are as follows :

- (a) *General Education* : Secretary to the Ministry of Education (Chairman)
- (b) *Culture* : Secretary to the Ministry of Cultural Affairs (Chairman)
- (c) *Natural Science* : Secretary to the Ministry of Higher Education (Chairman)
- (d) *Social Science* : Secretary to the Ministry of Youth Affairs and Employment (Chairman)
- (e) *Science and Technology* : Secretary to the Ministry of Industries and Scientific Affairs (Chairman)
- (f) *Human Rights* : Dr. J.A.L. Cooray (Chairman)
- (g) *Alternative Energy* : Prof. S. Wijesundera (Chairman)
- (h) *Communication* : Secretary to the Ministry of State (Chairman).

Action is being taken by the National Commission to ensure that Sri Lanka as far as possible makes optimum use of all the opportunities and facilities provided by the programmes of the Unesco.

In 1982, Sri Lanka participated in as many as 30 conferences, seminars, symposia in the fields of education, science and technology and culture. Sri Lanka hosted two workshops and one training course and one meeting in Science and Technology and one training course in Book Publishing

Management. A national convention of Unesco Clubs was held in Colombo.

In order to promote understanding of the object and purpose of Unesco among the people of Sri Lanka a Newsletter is published quarterly by the Unesco office. Over sixty Unesco Clubs have been established among the adult population in the country to disseminate information on Unesco activities as well as to ensure people's participation in them. It is expected that the Unesco Clubs will arouse public interest in Unesco objectives and programmes. Four libraries, namely, the library of the Library Services Board, library of the National Resources and Energy Authority, library, of the Sri Lanka Institute of Development Administration and the Public Library, are acting as Respository Libraries for the Unesco.

The National Commission functions mainly as a co-ordinating body although very often it acts as an information and advisory body. Apart from participating in Unesco sponsored fellowship, travel and training programmes the National Commission has actively supported the implementation of following projects which are of great national interest :

1. Teaching of Human Rights in Schools

Action is being taken to teach Human Rights in the Secondary Schools with Unesco assistance. The project is designed to introduce human rights into the syllabus of Social Studies for all children in Grades 6 to 10 in all the schools in Sri Lanka, and through selected social science subjects in Grades 11 and 12.

2. Institute of Fundamental Studies

Sri Lanka has established an Institute of Fundamental Studies for fostering research at a high level of excellence in several areas of fundamental studies including mathematics, astronomy, physics, chemistry, biology and the social sciences. The inaugural international conference organised by the Institute of Fundamental Studies was held from December 2-11, 1982 with financial assistance from Unesco.

3. *Arthur Clarke Centre*

Sri Lanka Government has embarked on a project to establish a Centre which will be known as the Sri Lanka Centre for Modern Technologies in honour of Dr. Arthur C. Clarke for the study of Communications, Computers, Robotics, Space and Energy Technologies with special reference to their application to the developing world. The proposed Centre, is gaining international recognition and the plenipotentiary conference of the International Telecommunication Union (Nairobi, 1982) has resolved to commend the initiative of Sri Lanka in establishing the Centre which will make available training and research facilities to technical personnel from developing countries. The third session of IPDC Council has decided to grant assistance to this project.

4. *The Cultural Triangle Project*

This project launched with active support from Unesco covers six separate projects and different sites within the triangle formed by the three ancient capital cities of Sri Lanka, Anuradhapura, Polannaruwa and Kandy, the last capital of the Sinhala Kingdom. The restoration and renovation work of historical monuments within the Cultural Triangle is in progress.

5. *National Committees*

Two National Committees namely, National Committee on University Industry Interaction in Chemistry (UIIC) and National Mangrove Commission were set up recently and their meetings are held regularly, Other National Committee for IHP and MAB Programmes etc. are functioning independently.

Castasia II

The second conference of Ministers responsible for the Application of Science and Technology to Development and those responsible for Economic Planning in Asia and the Pacific (Manila, March 22-30, 1982) was held at a crucial time when global science and technology had arrived at a point when everyone was feeling not only that there should be more

equitable access to them but also that for the survival of developing countries there was no alternative to increasing their scientific and technological potential. The CASTASIA II was unanimous in agreeing to a number of concrete proposals to improve the science and technology capacities of the countries in the region. Among the proposals, the creation of a regional net-work for the exchange of scientific and technological information and expertise, the establishment of a co-ordinating mechanism for training and research on science and technology policy, the creation of a net-work of inter-linked national instrument resource centres, balanced man power planning in science and technology personnel etc. need special attention. The conference also highlighted the paucity of capital for research activities both at national and international levels and the necessity to support and reinforce the capacity for development in the developing countries by the industrialised countries.

The Sri Lanka National Commission for Unesco would propose to the Government the establishment of national focal points for interacting with and receiving the benefit from the network and other mechanisms that would emerge in consequence to the CASTASIA II proposals. It is also proposed that an in-depth study be lanchéed on the important question of science and technology man power planning and the pressing problem of 'brain drain' of technical skilled and semi-skilled personnel in addition to elite science and technology personnel. There is also the problem of full integration of science and technology with development and society. The countries like ours where rural masses constitute more than three-fourths of the total population, it is imperative that science and technology serve the rural areas. In common problems of this nature, it is recommended that regional arrangements should be established for mutual benefit in activities directed towards the solution of such problems. Considering the financial, personnel and institutional constraints that hamper the application of research and development in science and technology, it is proposed that regional activities should include endeavours to expedite a feasibility study of appropriate mechanism for the special purpose of co-operatively assisting the less-advantaged countries in meeting their needs for integrating and utilising science and technology development.

World Conference on Cultural Policies

The World Conference on Cultural Policies held in Mexico can be treated as a landmark in the global effort to promote culture. Not only

its distinction in the context of its magnitude and the diversity of its composition, the fact that 181 recommendations were adopted (170 of them by consensus and only 11 by vote) compels one to the conviction that culture is the area that needs more attention in the world today. It is the area where so much is said and very little is done. The Sri Lankan delegation to this Conference put forward three draft recommendations which received favourable comment and acceptance. The recommendation that Member States give due recognition, compatible with their constitutional provisions, to the place of spiritual values in the formulation of cultural and educational policies was accepted without amendment (Recommendation No. 21). The recommendation that Member States take meaningful steps very early to initiate bilateral negotiations between the holding authorities and those concerned in the country of origin with a view to returning such cultural property as may be agreed on was initiated by Sri Lanka. The third recommendation of Sri Lanka on the Cultural Budget generated much discussion and resulted in the recommendation No. 123. The Ministry of Cultural Affairs is following up action in connection with these recommendations. As a first step in this direction, a Cultural Property Act will be passed in the near future. The Arts Council of Sri Lanka which had been defunct for a number of years has been reactivated with an annual grant provided by the government. The Arts Council works for the promotion of artistic creativity.

Photograph and Art Competitions and Exhibitions

1. Thirty paintings were submitted to the 12th International Children's Art Exhibition organised by Nippon, Television Network Cultural Society in Japan. Of them, 19 children won awards.

2. Twenty-nine entries were submitted to the 7th Photo Contest organised by Asian Cultural Centre for Unesco in Japan.

3. Two Travelling Photo Exhibitions organised by the Asian Cultural Centre for Unesco were held in Colombo in the year 1982 with the collaboration of the Ministry of Cultural Affairs.

4. Sri Lanka contributed to the Asian Cultural Centre for Unesco project on preparing Kits on Traditional Handicrafts in Asia and the

Pacific. Of these contributions "A Rush-Ware Beach Mat" has been accepted by the ACCU as an item of traditional handicraft of Sri Lanka suitable for inclusion in the Kits.

Sri Lanka also made her contribution of national songs to the Kit on Cultural Education Material in Asian Music.

Increase of Associate Centres of APEID

There were as many as 5 institutions associated with the Asian Programme of Educational Innovation for Development (APEID). Five more institutions have been associated. They are :

- (i) Educational Planning and Research Branch, Ministry of Education.
- (ii) Non-formal Education Branch, Ministry of Education.
- (iii) Staff College of Education and Administration, Ministry of Education.
- (iv) Faculty of Education, University of Colombo.
- (v) National Apprentice Board, Ministry of Youth Affairs and Employment.

Publications

The following publications were continued through 1982 :

- (a) "Unesco Prawurthi" —Quarterly (Sinhala)
- (b) "Unesco News" —Quarterly (English)

The following new publications were brought out in 1982 :

- (i) Booklet titled "Deshana Mala" (Sinhala)
- (ii) Booklet titled "Facets of Development" (English)
- (iii) Booklet titled "Education and Productive Work" (English)
- (iv) Sinhala Version of the Unesco "Courier" Magazine.

Aid Received

- (i) Heidelberg Offset Printing Machine value US \$ 85,000 was gifted by Unesco to the Ministry of Cultural Affairs. Five books have already been printed in this press. (This is the largest contribution so far received).
- (ii) A grant of US \$ 40,000 has recently been made towards the establishment of a Centre for the Study of Communication, Energy and Space Technologies Training. (Arthur Clarke Centre).
- (iii) For a programme initiated by the Sri Lanka Foundation Human Rights Centre, a contribution of US \$ 20,000 was received for teaching human rights in Secondary Schools. The project is under implementation.
- (iv) Group Hearing Systems (Value US \$ 8,500) have been gifted by Unesco to the Ministry of Education Services.
- (v) With the reorganisation of Unesco Club Movement and the Associated Schools Project, Unesco has approved for the National Commission a financial assistance of US \$ 1,500 for the purchase of a Slide Projector and a set of Public Address System to be used to publicise the activities of the Unesco throughout the country.

The work of National Commissions of most developing countries is not expanding due to financial constraints. In order to encourage National Commissions to play a more active role in Unesco regional programmes it is suggested that Unesco headquarters be requested to assist in strengthening the financial resources and training the officials of National Commissions on a systematic basis.

Calendar of Meetings and Training Activities, 1983

<i>Date</i>	<i>Title</i>	<i>Venue</i>	<i>Office</i>
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SOCIAL SCIENCES

- | | | | |
|---------------------|--|-----------------------------|---------|
| 1. January
10-14 | Regional Workshop on
Elaboration and Promo-
tion of Indicators in
the Analysis and Planning
of Programmes for the Youth | Colombo
(Sri Lanka) | RASSAP |
| 2. May
16-19 | Regional Working Group
Meeting on Development of
Curricula for Education and
Training of Personnel for
Mini-Hydro Power Stations | Colombo
(Sri Lanka) | ROSTSCA |
| 3. March | Meeting of Ad-hoc Group
on Metrology | Colombo
(Sri Lanka) | ROSTSCA |
| 1. December | Regional Workshop on Small
Scale Energy Systems in
Rural Areas | Pakistan
or
Sri Lanka | ROSTSCA |

COMMUNICATION

- | | | | |
|-------------------------------|----------------------------|------------------------|------|
| 1. February
14—
March 4 | Rural Broadcasting (Radio) | Colombo
(Sri Lanka) | AIBD |
|-------------------------------|----------------------------|------------------------|------|

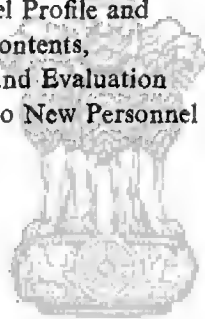
EDUCATION

- | | | | |
|--------------------------------|--|------------------------|-------|
| 1. July
4-15
(tentative) | Mobile Team in Special
Education National
Workshop | Colombo
(Sri Lanka) | ROEAP |
|--------------------------------|--|------------------------|-------|

<i>Date</i>	<i>Table</i>	<i>Venue</i>	<i>Office</i>
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CULTURE

- | | | | |
|------------------------|---|--|-----------------|
| 1. March
21-25 | Third Working Group
Meeting International
Campaign of the Cultural
Triangle | Colombo
(Sri Lanka) | RACAP |
| 2. November | On-the-spot Training Course
on Book Production | Colombo
(Sri Lanka) | ACCU |
| 3. April—
September | National Studies/Workshops
in Personnel Profile and
Training Contents,
Materials and Evaluation
according to New Personnel
Profiles. | Australia
India
Indonesia
Nepal
Pakistan
Philippines
Korea
Sri Lanka
Thailand. | ROBAP/
ACEID |



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U.S.S.R.

**Country report on the activities of the
National Commission for Unesco**

**Mr. Chairman,
Distinguished Delegates and representative of the Director-General,
Ladies and Gentlemen,**

I would like to congratulate, first of all, the Indian National Commission and Unesco for the convening of this meeting and for the invitation to the USSR to attend this meeting. The USSR joined Unesco in 1954 and the same year the USSR Commission for Unesco was organised. Now the Commission is composed of 80 persons : the representatives of 50 ministries (as ministries of education, of culture, of Academy of Sciences of the USSR and so on) at the level of vice-ministers and from some prominent personalities. The Commission is an independent body, it meets in plenary sessions four-five times during a year and takes decisions on most important programmes and the participation of our country in Unesco's activities.

The Secretariat of the Commission comprises 22 persons including technical personnel and is divided in sectors on major programmes : education, social and natural science, culture, communication and liaison with National Commissions of Unesco of different countries. Our experience shows that the committees on specific problems are of utmost importance. We have sub-committees on education, social sciences, culture and communication. Some years ago, we had a committee on natural sciences. Now this stage is overcome and with the growing

importance of science we have created separate committees, such as a committee on scientific cooperation (which deals particularly with developing countries), committee on oceanography, on hydrology, on geology, on Man and Biosphere programme, and we are now creating committees on biotechnology, energy and informatics.

The USSR Commission has a documentary unit and the representatives of different institutions and scholars have the possibility to study the Unesco documents, reports, periodicals and other Unesco publications.

A year ago, the USSR Government on the proposal of the Commission took a decision to translate into Russian such Unesco periodicals as Prospects, Impact, Cultures, Museums, Nature and Resources and they are published and sold now in the USSR. We are thinking now of translating with Unesco assistance into Russian language of the most interesting non-periodical publications of Unesco and to sell them in our country.

The USSR Commission for Unesco publishes a special Bulletin of about fifty pages in Russian, English, French and Spanish language. In this Bulletin are described and analysed all the most important Unesco activities.

The Commission of the USSR pays great attention to Unesco activities. We are members of the Executive Board and particularly of all intergovernmental councils of Unesco, our State is second from the point of view of financial contribution to Unesco and makes voluntary contributions, for instance, to the Intergovernmental Programme on Communications, we contributed for many years to the Unesco Prize Nadejda K. Krupskay on Literacy and so on.

The specialists of the USSR take part every year in more than two hundred Unesco and Unesco assisted conferences. Every year some conferences are held in the Soviet Union,

We appreciate very much Unesco's contribution to peace, international understanding between different countries and peoples, and the developing of mutually useful international scientific and cultural cooperation. As you know, many proposals of the USSR on this subject were adopted by the Unesco General Conferences. But we think that now in the period of aggravating international tension, the growing arms race and the danger of nuclear catastrophe, Unesco and our National Commissions in conformity with the decisions of the last Unesco General Conference, in conformity with the Unesco Medium-Term Plan, can and have to do much more to protect peace, to stop the arms race and to prevent the danger of the nuclear war. I must remind in this connection that only during these last months the Political Consultative Committee of Socialist Countries, the General-Secretary of the CPSU Yury Andropov made some new proposals on reducing international tension, stopping the arms race and preventing a danger of nuclear catastrophe. The Commission of the USSR is for the further strengthening and enlarging the international scientific and cultural cooperation. This is the substance of the Soviet proposals for the next Unesco programme, which were sent recently to the Director-General.

The Soviet Union is a European and at the same time an Asian country. The greatest part of the USSR is, as it is well known, in Asia and we have tens of millions of people of different Asian nationalities. They are certainly very interested in cooperating with the countries of Asia in different fields of science and culture. The USSR in conformity with the pertinent resolutions of the General Conference takes part in major Unesco activities in Asia. I myself took part in the 2nd Conference of Ministers of Education in Bangkok. The USSR Delegation headed by Vice Prime-Minister of Kazak Republic took part in the work of the Manila Conference and supported the Manila Declaration and all the recommendations of the CASTASIA Conference. The Soviet specialists work in Bangkok Regional Bureau and they work in the Regional Bureau of Unesco in New Delhi. The Commission of the USSR supports the proposal on the creation of the network for the exchange of scientific information.

We think that there exists great possibilities of cooperation between the USSR Commission for Unesco and the National Commissions in

this region, for instance, in the exchange of experiments in the fields of education, science and culture, in the exchange of scientific information, in the training of personnel etc. We are ready to send more Soviet specialists as Unesco consultants and experts. In Moscow University, there are Post-graduate Hydrological Courses for developing countries and the specialists from Asian countries take part in these courses every year. We are studying the possibility of creating, with Unesco assistance, Post-graduate courses in some other fields of Unesco's competence.

And we certainly are ready to study with the greatest attention all the proposals in this meeting and from the National Commissions of Asian countries, directed to strengthen peaceful cooperation in this very important region, in the fields of Unesco's competence.



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